

# Behaviour Policy

## Introduction

We want High Green Primary School to be a place where everyone feels safe, respected and able to work to their full potential unhindered by inappropriate, threatening or disruptive behaviour.

We aspire to the highest standards of conduct from pupils as individuals and as collective units. To this end the pupils and staff work towards our Golden Rule; **ALWAYS TREAT OTHER PEOPLE THE WAY YOU WOULD LIKE THEM TO TREAT YOU.**

This is the embodiment of expectations for behaviour which include;

1. Show care, respect and consideration for others
2. Show care, respect and consideration for belongings and other property
3. Be polite, well-mannered and respectful to other people including children and adults.
4. Work hard and always try to do your best.

In order to encourage these qualities we will;

- Create an ethos of care and respect where staff and older children act as role models to support and guide positive behaviour.
- Celebrate and praise positive behaviour through assemblies, informal praise and reinforcement.
- Develop empathy for others through a range of subject areas across the curriculum.
- Information posters showing Good Manners in a range of situations are displayed around school and discussed with children at the beginning of each year.
- A Home/School Agreement will be signed by staff, children and parents.

Throughout the school we want to base the management, control and disciplinary strategies for behaviour on the following set of principles:

- ✓ Warmth – relationships built on trust, respect and care
- ✓ Consistency – having a firm but fair approach with all
- ✓ Vigilance – picking up on the little things, being aware of what's going on
- ✓ Organisation – well practised routines and well planned lessons
- ✓ Motivation – delivering high quality lessons, setting high standards and expectations, ensuring children achieve the success and are actively and enthusiastically engaged.

**Any incidents of inappropriate behaviour will be dealt with by three clear stages.**

Inappropriate behaviour can be defined as;

1. Any behaviour that does not show care or respect to other people.
2. Any behaviour that does not show care or respect to other people's property.
3. Acts of bullying (Refer to Anti-Bullying Policy, Community Cohesion Policy and Race Equality Policy)
4. Behaviour in lessons that act as a barrier to personal learning.
5. Behaviour in lessons that act as a barrier to the quality of learning for other children.

## Stage One – Informal

- The incident will be discussed with all affected parties.
- Pupils will be reminded about their responsibility towards themselves and others
- Pupils will be reminded about the effects and consequences of such behaviour on themselves and

others.

- Pupils will be reminded that this behaviour is not acceptable and every effort made to improve.
- Children may miss a break if the member of staff feels it appropriate to the behaviour.
- Some privileges may be withdrawn if it felt appropriate by the member of staff e.g. golden time

This initial discussion can involve any member of staff (teachers, lunch time supervisors, teaching assistants, caretaker, and volunteers) appropriate to the incident and behaviour. Any new members of staff or volunteers will review this policy as part of their initial indication.

If there is a repeat of the incident parents will be informed and the school will work closely with the family to ensure that the pupil understands the consequences of their actions and the need for improvements.

### **Stage Two - Formal Stage**

The Formal Stage will be required when incidents are repeated and intervention at stage one not having a positive impact on inappropriate behaviour.

1. The **HT and class teacher** will meet with the pupil and parents to agree a set of targets and appropriate action and if necessary support.
2. These will be closely monitored and a time set for a review meeting with the pupil, staff and parents. If appropriate arrangements may be made to meet with or make contact with the parent carer on a daily or more regular basis.

In the event of no improvement in the behaviour, or a disregard to the targets set then the child faces the consequences of the final stage of the behaviour policy.

### **Stage Three - Exclusion Procedures**

Before exclusion is considered for any child, the school will endeavour to offer a full range of support, advice and guidance appropriate to the child's/family's needs. The school will also work closely with external services to ensure the appropriate level of support for the child and/or family.

Each stage, interventions, meetings and impact monitoring will be recorded in detail to support the schools decision to exclude.

Exclusion Procedures will only be considered after all other attempts have been exhausted and is deemed to be in the best interest of the child and/or the other children in school.

At this stage all documentation will be based on the LA guidelines and requirements.

If a child is to be excluded the **headteacher** will inform the pupil, parents and governors. Parents will be contacted by phone or send the child home with a letter detailing the exclusion. An additional copy of the letter will be sent to the home address. The Chair of Governors will be informed of the exclusion by a phone call and a follow up letter. The LEA PIT Team will be informed of the exclusion by the appropriate form and copies of all relevant letters.

Once a fixed period of exclusion has been completed, the parents, pupil and **headteacher** will meet on the child's return. A behaviour report will be agreed and actioned by school.

Only in very extreme cases will a child be permanently excluded. At this stage the school, governors and parents will be required to follow specific LA procedures. A copy of these procedures can be found in the Exclusion Policy.