



**Thorns Community**



**Infant School**

## **Park Hill Thorns Federation**

### **Behaviour Policy**

Written: October 2013

Reviewed: September 2019

Agreed by governors: October 2019

Next review: July 2020 (Heads of Teaching and Learning)

This policy was written in October 2013 in consultation with staff, children and parents at Park Hill Junior School and Thorns Community Infant School. It will be reviewed annually by the Heads of Teaching and Learning each summer term. This policy will be approved by the Executive Headteacher every summer term and by governors every 3 years.

This policy should be read in conjunction with other key documents, particularly statement of behaviour principles (2019) and anti-bullying policy (2019).

## **Aims**

Park Hill Thorns Federation is committed to providing a happy, safe place in which all members of our school community can learn, work and play. We value all members of our school and seek to develop each child's responsibility for themselves and ability to develop positive relationships with others.

Our federation recognises good behaviour as it believes that this will help to develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely to deter anti-social behaviour.

This policy and procedures are intended to meet all respects of current statutory requirements and should be read in conjunction with the statement of behaviour principles and other related policies.

This policy is available on the school websites and is regularly referred to through assemblies and newsletters. The Home School Agreement requires children and parents to sign up to the expectations for behaviour.

## **Scope**

We recognise that all members of staff share a responsibility in ensuring high standards of behaviour are secured and encouraged in school. All members of staff in school are responsible for the implementation of this policy.

This policy covers behaviour in school and away from the school site whilst participating in trips and visits, including residential visits. This policy also covers behaviour when children are travelling to or from school in school uniform and where staff are made aware of good or inappropriate behaviour. Children's behaviour outside of school which has a significant impact on behaviour within school is also covered by this policy as does children's behaviour online.

## **School Rules**

We have three school rules which are shared by all members of school:

**Thorns: be safe; be kind; be responsible**

**Park Hill: be safe; be considerate; be responsible**

At the start of each term every class will spend some time exploring these school rules, developing a shared understanding of what they look like in practice. Classroom expectations will be developed and phrased as positive statements based on the three rules. Classroom posters will then

be created and displayed to remind children of these. Classes will discuss appropriate consequences for not following these rules.

The three rules are reinforced by:

- Teaching children what they are and what they look like in practice
- Displaying them around school and referring to them often
- Praise and rewards for good behaviour
- Sanctions for inappropriate behaviour
- Consistent application of both rewards and sanctions

We teach children how to develop good relationships, cooperate with others and support their developing independence and sense of responsibility through circle times, core learning skills sessions, assemblies and the PSHE curriculum.

### **Recognising Good Behaviour and Learning**

When children are 'caught being good' staff will give specific praise and generalised good boy/girl type comments are avoided.

Staff follow the steps outlined below, unless a behaviour or achievement is outstanding, in which case children may speak to a member of the senior leadership team about their brilliant behaviour.

#### **Thorns**

1. In addition to praise children may also be given a peg.
2. When a child has 3 pegs these are exchanged for a stamp on their card.
3. When they have 3 stamps their name is recorded in the smiley face book and they receive a sticker.
4. When a child has 9 stamps they have an extra playtime and a certificate to take home.

#### **Park Hill**

1. In addition to praise children may be given house points. House points are recorded in the children's home school book.
2. When a child has received 50 house points or a multiple of 50 they receive a certificate.
3. Children may also exchange their house points for an item from the reward menu at the termly house point shop.

Individual children's house points are also counted towards the house total and the winning house each week receive 5 minutes extra play.

## Dealing with Inappropriate Behaviour

A minority of children find difficulty in settling to work or following the school rules. When children behave in an unacceptable way staff respond in a calm and proportionate way.

Staff follow the steps outlined below unless somebody is put in danger, **hurt** or if totally unacceptable behaviour is displayed in which case steps can be missed out.

The safety of children and staff is paramount; where a child's behaviour endangers others, staff will stop an activity immediately and will remove the child and/or prevent them from taking part. If a child threatens or physically hurts another child without provocation they will be sent to speak to the Head of Teaching and Learning or the Executive Headteacher; either of these incidents mean a child instantly moves to red.

Our schools do not tolerate bullying of any kind. If we discover that bullying has taken place then we act in accordance with the Anti-bullying Policy.

All children make a fresh start each day with a clean slate; any conduct issues from the previous day are deemed to have been dealt with other than in the most serious cases.

At each of the steps outlined below staff may also take action to address the specific behaviour issue by allocating a task so that the child can make restitution for their conduct e.g. asking them to undertake a task again; writing a letter of apology; repairing or replacing a damaged object or completing a helpful task in school.

## The Visual Behaviour system

1. All children start the day on Green on the behaviour chart.
2. If a child forgets the school rules then they have one reminder and move to white on the boards.
3. If they continue to not follow school rules then they move down to amber on the board and move place in the room.
4. If this continues children move down to red, leave the room and go to see the Head of Teaching and Learning. They will receive a standard letter to take home to inform parents about their behaviour and this is recorded in a behaviour record kept by the Head of Teaching and Learning. At Thorns children will spend 15 minutes in another class. At Park Hill children receive a sanction appropriate to their behaviour which may include working in another classroom or area of the school.

Children can jump straight to red from anywhere on the board if their behaviour is serious. E.g. physical aggression towards others.

Children can move up to gold if their behaviour is excellent. If children are on gold at the end of the day then they receive a house point / peg.

Children can move up and down the scale throughout the day so they are able to redeem poor behaviour and move back to green. Staff are encouraged to make regular use of the behaviour board and to be aware of where children are on the board so that children are able to demonstrate improved behaviour choices.

## **Persistent Inappropriate Behaviour**

If a child repeatedly acts in a way that disrupts or upsets others or is on red twice in a week or three times in a half term, they will be placed on a behaviour chart. This arises from open discussion between the class teacher and Head of Teaching and Learning and has input from the child and parents. A copy of the behaviour chart is sent home if parents cannot attend meetings in school.

Short term targets to encourage a change in behaviour are agreed and progress recorded each day. Once children regularly achieve the short term targets, longer term targets are set. Children are rewarded for meeting their agreed targets and similarly a lack of progress is recorded. Children will have the opportunity to rehearse the correct behaviours during the week through direct teaching of the appropriate behaviour.

Where these additional steps do not result in an improvement in behaviour the class teacher and Head of Teaching and Learning will involve the Special Needs Coordinator. Parents are included at each stage of this process.

## **Breaktime and Lunchtime Rewards and Sanctions**

At breaktime and lunchtime staff on duty carry and award housepoints or pegs and follow each school's reward scheme.

Sanctions at breaktime and lunchtime stand alone and do not affect sanctions within the class. Children not following school rules will receive a reminder of the rules and if they repeat the behaviour or if it is unsafe behaviour they will be given time out in the Year 3 / 4 area at Park Hill or in the entrance hall at Thorns. This will be recorded by a member of staff and a standard letter will be sent home. This will be monitored by the Head of Teaching of Learning to look for patterns. If children have been given time out twice in a week or three times in a half term, then they will be placed on a playground behaviour chart or structured lunchtimes will be put in place. Parents will be informed. The Learning Mentor may also be used to support structured lunchtimes.

If somebody is put in danger or totally unacceptable behaviour is displayed at break or lunchtime then a child will go straight to the Head of Teaching and Learning who will deal with it as above.

## **Use of Reasonable Force and Power to Search**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme

circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### *DfE Use of Reasonable Force Advice for Schools*

All members of staff are aware of the regulations regarding the use of force as set out in the DfE guidance 'Use of Reasonable Force' 2012. All teachers and TAs in the Federation have received training in the Team Teach approach; this is due to be renewed in during this academic year. Staff only intervene physically to restrain or control children when other avenues have been exhausted, with the minimum force required and when it is in the best interests of the child to do so. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. All instances of physical intervention are recorded in a bound book in each school and communicated to parents. The bound and numbered book is monitored by the Heads of Teaching and Learning on a regular basis.

All teachers are authorised to search for 'prohibited items' and property that belongs to others and confiscate any such items that they find. All searches of children's pockets/person occur away from a public place and with two members of staff present; searches of children's bags and drawers may take place in classrooms and corridors and be conducted by any member of staff. Prohibited items include: matches and lighters, cigarettes, laser pens, any article likely to cause personal injury or damage to property. The Head of Teaching and Learning will inform parents that prohibited items have been confiscated and invite them to come into school and collect them. Any confiscated items not collected by the end of term will be disposed of. Illegal items will be reported to the police.

Where children are found to have a mobile phone with them they will be asked to take it to the school office and collect it at the end of the day; in line with the mobile phone policy. Parents will be asked to come into school and collect a child's mobile phone should subsequent discoveries be made.

#### **Behaviour Deemed to Reflect Special Needs or Additional Needs**

Where inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document it is the responsibility of the class teacher, in consultation with the Head of Teaching and Learning to devise additional support. This may take the form of an increased recording of behaviour; smaller steps of progress towards rewards; a specific sanction strategy or the use of learning mentor or counsellor. Parents will be informed that this additional support is being used and will also be involved.

Where this fails to bring about the desired change in a child's behaviour the class teacher will consult with the Special Needs Coordinator (SENCO) and Head of Teaching and Learning to draw up a Behaviour Action Plan (BAP). Parents will be involved in this plan in line with the Special Needs Policy.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected the SENCO or Head of Teaching and Learning may request the support of outside agencies such as Educational Psychologists, the Specialist Teaching Service or consider the use of Family Support Meetings/early help to support a multiagency approach.

## **Exclusion**

The Executive Headteacher is responsible for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. The Executive Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. It is also possible for the Executive Headteacher to convert a fixed term exclusion to a permanent exclusion, if the circumstances warrant this.

When considering a fixed term or permanent exclusion the statutory requirements are followed - please see Exclusion Policy for further details.

## **Malicious Allegations Against Staff**

Where a malicious allegation is made by a child against a member of staff the issue will be dealt with by the Executive Head Teacher who may also choose to involve school governors. The incident will be recorded in the school behaviour log and additional sanctions given as appropriate.

The Executive Head Teacher will follow the guidance in the Warwickshire document 'Dealing with Allegations of Abuse Against Staff' in offering pastoral support to the member of staff involved.

## **Power to Discipline outside of the school gates**

The school may use discipline after incidences outside of school if children are in their school uniform; representing the school in the community or if bullying is occurring in which case behaviour will be dealt with using the anti-bullying policy. If children are communicating via technology and the messages meet our definition of bullying then school staff will follow the anti-bullying policy. The federation will offer support to parents in managing children's use of technology through online safety parent partnership meetings.

## **Monitoring**

This operation of this policy is monitored each term by the Heads of Teaching and Learning and the effectiveness of the policy evaluated on an annual basis as part of the annual revision.