



# Huxley C.E. & Utkinton, St. Paul's, CE Primary Schools Behaviour Policy



"Developing confident children through creativity and choice within a Christian community"

"Enabling every child to fulfil his/her potential in a nurturing Christian environment"

## **Purpose (OFSTED Sept 2018)**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## **Agreed Procedure**

### **Whole School**

- Parents, children and Class Teachers annually complete our 'Home School Agreement' which describes the behaviour we expect of all parties.
- Whole school promises are agreed each year after the children have formulated their classroom promises. Representatives from each class are chosen to work with the Senior Teacher to agree whole school promises which are then displayed in the communal inside areas of the school. These promises are also shared with Parents on the Third Weekly Newsletter of the year.
- During our Monday worship we introduce a 'Christian Value of the Week' which is also displayed throughout the school and shared in the Weekly Newsletter. One child from each class who displays this Christian value is chosen to be awarded a certificate in our Collective Worship on Friday.
- We have whole school 'Playground Promises' (which are in our Parent Handbook). Children who provide good examples of these are given a raffle ticket and two are drawn each week in our Friday Collective Worship to receive a special reward.
- One child is also chosen each week to receive a lunchtime award for good behaviour and manners during lunchtime. This certificate is awarded in Celebration Collective Worship. Stickers are also used to reward good behaviour at lunchtime.
- We annually present the trophy for 'Outstanding School Citizen' and the child's name is engraved on the shield. Huxley also have the Peter Ankers Award for the child making the most personal progress over the course of the year.
- A 'Lunch Time Management Plan' has been drawn up by the SLT and Midday Assistants to ensure that high standards of behaviour are maintained during lunch times and that all staff are clear about rules, routines

and procedures. This is displayed on the noticeboard in the hall along with visual prompts to remind the children about conduct in the lunch hall to ensure it is line with our Christian ethos.

### **Classroom**

- At the beginning of each year each class agrees a set of Classroom Promises (no more than 5) which they feel will have a positive impact on their learning. During the first two weeks of the Autumn Term each class will turn these promises into a visual display (with each promise colour coded) which will remain on display all year. The Classroom Promises are also shared on the Class Newsletter at the start of the academic year.
- Each class will also agree routines and procedures for the school year e.g. what to do if they need the toilet; where resources are kept. This may also involve the allocation of jobs/responsibilities.
- These are then recorded in the 'Classroom Management Plan', which is displayed by the teacher's base, to ensure that all adults working with the pupils have an understanding of their expected behaviour, routines and procedures.
- Parents are made aware of this process through the Parents' Handbook which is rewritten annually.
- We use 'Class Dojo' as our whole school behaviour system.
- 'Class Dojo' can be accessed from home so each year a letter is sent to parents explaining the software and giving them and their children a login. (Parents will be reminded that school do not use the included parent messaging system. They should use the usual lines of communication explained in the Parent Handbook.)
- Children are introduced to 'Class Dojo' by their teacher at the start of the year, given a log in and can select an avatar. All children start on 0. Staff may share growth mind set/'Dojo' introductory clips off 'YouTube' to help their class understand the system.
- Staff record children who follow the classroom promises and any other targets set through 'Class Dojo' on the on-line recording system. Class Teachers set up what rewards are for and their weighting.
- Class Teachers can decide to reward children on the number of points they receive daily, weekly, termly according to the needs of the children.
- Children also receive rewards for their behaviour through verbal feedback, stickers, mini certificates, etc. according to their needs.
- We do not use the negative record on the system. Consequences are instead delivered through a traffic light system.
- Children who fail to follow the classroom promises are given a verbal warning in the first instance, followed by a loss of 5, 10, 15 minutes break and then sent to speak to the Senior Teacher and finally the Headteacher. Children receiving a fourth warning may also be asked to work in another classroom. If a child is sent to another classroom or to the Senior/Head Teacher, they must complete a 'Sad Slip' outlining the unacceptable behaviour for which they received a consequence - this is to be given to parents/carers at the end of the day. If a child receives a repeatedly high number of warnings/consequences over a period of time his/her parents/carers are invited into school to discuss his/her behaviour.
- Each class has a whole class reward at the teacher's discretion e.g. marble jar, sticker chart which encourages working together to improve behaviour. The children select the reward for this.

### **Behaviour Outside of School**

- Children participating in school organised activities outside of the school day (e.g. residentials, sporting competitions, travel on the school mini bus) are expected to follow the Whole School Promises unless other rules have been agreed. Rewards and consequences appropriate to the activity/activities are planned into the activity risk assessment and shared with the children.

- Occasions where the school becomes aware of a child's behaviour outside of school organised activities (e.g. using social media inappropriately, vandalism) having a detrimental effect on/in the school, or posing a threat to themselves or a member of the public, will be dealt with by the Senior Teacher/Headteacher and other professionals as required on a case by case basis.

### **Inclusion**

- Children who have Behaviour, Emotional and Social Difficulties may be provided with an Behaviour Support Plan and/or a Positive Handling Plan (see Restraint Policy), which includes specialist support, to enable them to be included in the classroom/school setting.
- It may be necessary to put a risk assessment in place for individual children, outlining specific needs and appropriate methods to use when dealing with incidents/behaviour involving the individual. The Head Teacher or Senior Teacher will share these risk assessments with all staff as appropriate.
- The SENDCO will provide details of these children to staff as appropriate.
- Children are encouraged to understand, help and reflect on other children's experiences of Behavioural, Emotional and Social Difficulties, treating them with respect and dignity, rather than seeing them as 'different'.

### **Power to Screen and Search**

- Any child believed to be in possession of items that could cause harm to themselves or others will be encouraged to hand over these items voluntarily. If the child refuses to comply, a family member will be called to support the school in ensuring these items are retrieved. Only if a member of the family is unable to attend/be contacted or if there is an immediate threat, will the most suitable member of staff on site (to be decided by the Headteacher/Senior Teacher) search the child in the presence of a second adult. Any confiscated items will be returned to parents if appropriate or retained by the school and may be presented as evidence when meeting with parents or other professionals in more serious cases.

### **Exclusions**

Exclusions, whether temporary or permanent, must only be used as a last resort when all other supportive and preventative measures have failed. Only the Headteacher/Senior Teacher in her absence will instigate an exclusion in conjunction with CWAC and DfE guidelines and legislation. The Chair of Governors will also be informed immediately. Parents/Carers will be informed about the process and their right to appeal against the school's decision to exclude their child via a letter which will be sent home on the day of the exclusion.

### **Allegations against a Member of Staff**

When handling allegations against members of staff we will follow the guidance set out in 'Keeping Children Safe' (DfE September 2018). Allegations will be investigated in the first instance by the Headteacher or The Chair of Governors and if necessary referred to the Local Safeguarding Children's Board. Malicious accusations against school staff will be treated very seriously and will result in parental involvement and possibly a fixed term exclusion.

### **Monitoring**

Monitoring of behaviour is part of all staff's daily routine and informs everyday practice. However, we will also monitor:

- Return of Home-School agreement.
- Class Dojo, records of 'Christian Value of the Week', lunchtime awards, 'Outstanding Citizen' trophy and Peter Anker's Award (Huxley)

- Annual classroom set-up monitoring, including charter/promises.
- Behaviour Support Plan and/or Positive Handling Plan reviews.
- Monitoring of behaviour during various times of the school day.

**This Policy was drawn up in consultation with Staff and Governors in September 2011 and last reviewed in Autumn 2018. It should be read in conjunction with: The Home-School Agreement, Anti-bullying Policy, Restraint Policy, Equality Policy and SEND Policy.**

**Headteacher** \_\_\_\_\_

**Governor (Huxley)** \_\_\_\_\_

**Governor (Utkinton)** \_\_\_\_\_

**Date** \_\_\_\_\_

**Review Date: Autumn 2019**