



# Behaviour Policy

## 2018-19

# FRANCIS ASKEW PRIMARY SCHOOL

## Behaviour Policy September 2018

**At Francis Askew we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.**

### **Aims and expectations**

Our aim at Francis Askew is to inspire every child to be happy, confident, self-motivated and resilient so they achieve personal success and make a positive contribution to society. We are a caring community built on a specific set of values:

RESPECT, TRUTHFULNESS/HONESTY, MANNERS (politeness), RESPONSIBILITY, KINDNESS/CARING, TOLERANCE/AN UNDERSTANDING OF OTHERS **(see Appendix D)**

These values support children to develop the positive attitudes and behaviour required for each of them to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a way that upholds and promotes these values. It promotes an environment where everyone feels happy, safe and secure.

Classroom charters are established by pupils and teachers.

Every member of the school community is expected to behave in a considerate way towards each other. Everybody is expected to respect each other and each other's things.

All children are treated fairly and the behaviour policy is applied consistently. We listen to children and foster an understanding about choice and accountability, cause and effect.

We acknowledge that children have the right to the best quality education we can provide and to be kept safe. We aim to help children grow in a safe and secure environment so that their welfare is safeguarded and they know how to stay safe.

This policy is designed to promote good behaviour, cooperative skills and develop self-esteem rather than merely deter anti-social behaviour. We aim to develop responsible, respectful pupils.

We aim to help children become positive, responsible and increasingly independent, so they join in and play a productive part in their community, the city's community and increasingly, the global community; enjoying and making good progress in learning, leisure and personal development.

There are clear structures for giving praise and rewards. These operate at three levels - School – Key Stage and Classroom **(Appendix A)**

### **Rewards and Sanctions**

The school employs a number of rewards and sanctions to ensure a safe and positive learning environment. We employ each sanction, appropriately, to each individual situation.

The class teacher discusses the school behaviour policy with each class. Each class decides on its own positive classroom code. In this way, every child in the school knows the standard of behaviour that is expected in our school.

The school does not tolerate bullying of any kind and implements 'no blame approach' to bullying. The lead behaviour and Head Teacher monitor and deal with all complaints of bullying. (**Appendix B** & see Anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. (See Positive handling policy)

### **Addition from January 2018**

#### **Peer on peer abuse**

At Francis Askew primary School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

**These behaviours should never be tolerated, passed off as 'banter' or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

*(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)*

#### **The role of the class teacher**

Each class teacher ensures that the school behaviour policy is effective in their class, and the class behaves in a responsible manner. Staff have high expectations of the children's behaviour, and strive to ensure that all children achieve by working to the best of their ability. Staff treat each child fairly and apply the classroom code consistently treating all children with respect and understanding.

Class teachers follow the principles of the school's values. Children are always given choices and are encouraged to take responsibility for their actions.

The school liaises with external agencies, to support and guide the progress of each child, whenever necessary.

The school reports to parents about the progress of each child in their class, in line with the whole-school policy. The school may also contact a parent if there are concerns about the behaviour or welfare of a child.

**Assertive Discipline steps (Use of Traffic Light system) see appendix C.**

Staff at school follow a three stage plan for managing behaviour in the classroom. **Stage 1** behaviours would warrant a very brief reminder about choices. **Stage 2** behaviours activate the assertive discipline steps and **stage 3** would mean immediate intervention from the lead behaviour or a senior leader at the school.

Examples of typical behaviours at **stage 1** would include;

- Calling out
- Talking when someone else is talking
- Interrupting a conversation
- Distracting others
- Moving about the classroom without good reason and/or permission

Examples of typical behaviours at **stage 2** would include;

- Inappropriate language e.g. non-threatening expression of displeasure
- The very first instance of foul and abusive language
- Refusal to follow instructions
- Non-verbal gestures
- Any persistent action exemplified at stage 1

Examples of behaviour that would be at **stage 3** would include;

- Any behaviour that puts themselves or any other person at risk of harm
- Any violent act towards any other person
- Foul and abusive language towards any adult in school
- Threatening behaviour towards adults or children (with menace and/or intent)
- Racial abuse/homophobic abuse (intended as such)
- Persistent refusal to follow instructions
- Theft
- Deliberate damage to any property in school
- Bullying (see anti-bullying policy)

In all cases, language relating to our school values will be used.

**NB – THE ABOVE ARE ONLY EXAMPLES OF BEHAVIOURS FOR EACH STAGE. IT IS NOT EXHAUSTIVE AND THERE IS FLEXIBILITY IN THAT STAFF MAY USE THEIR PROFESSIONAL JUDGEMENT**

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility of giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents will have access to the school policy on rewards and sanctions which may be discussed at the annual parents' meeting.

We expect parents to support their child's learning and behaviour, and co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the child's class teacher. If parents are not satisfied with the outcome, they may then contact the Phase Leader, and then the Head. If the concern remains, they should contact the school governors through the correct channels. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **The Role of pupils**

It is expected that pupils will:

- Uphold the school values
- Sign a class charter and agree to respect the rules of their classroom and of the school.
- Respect themselves, each other and each other's belongings.

## **School visits and out of school activities**

Our main concern is for the safety of all of the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, deputy or Head Teacher. Parents will be informed (usually in writing) and, if appropriate, could be invited to accompany their child for whom they would take responsibility during the visit.

In the event that this could not be arranged, any such children will continue their education within school for the duration of such a visit.

<p><b>No child will be excluded from any activity due to any physical or learning disability, economic reasons or religious reasons</b></p>
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## **Fixed-term and permanent exclusions**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions of **fifteen days or more in any one term**.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **Monitoring (updated Sept 2018)**

Staff monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on CPOMS. The Head Teacher and Deputy Head Teacher record those incidents where a child is sent on account of inappropriate behaviour on CPOMS. A record is kept of any incidents that occur at break or lunchtimes: lunchtime supervisors record any incident on CPOMS and this alerts the Head Teacher/Deputy Head and Senior Leaders.

The Deputy Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Reports are generated termly for Governors. The information is also sent to the LA where necessary.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body and staff review this policy every two years. The governors may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

This policy should be read in conjunction with behaviour, SEN, attendance, PSHCE, Child Protection, e-safety, whistleblowing and complaints policy

**Signed:**

**Date:**

**To be reviewed; September 2019**

Amended with Peer on Peer abuse from DFE guidance December 2017  
Amended Sept 18 – Monitoring, Appendix B Inclusion Pyramid, Appendix C

## Appendix A Rewards School

- **Merit** One certificate awarded weekly. Parents invited to merit assembly
- **Class attendance** Presented with the attendance trophy (Attendance Policy)
- **100% attendance** Term and year and weekly draw/ best class for the week, term, year £5 for 100% year attendance per pupil per year
- **Ad hoc** Presentation of medals for sporting events, certificates gained in handwriting competitions etc, praise for performances in local theatre productions, praise of the sports teams.
- **Choosing time** Celebrates the good behaviour of pupils on Friday afternoon (optional)
- **Weekly** Percentages for uniform ,home school reading, indoor shoes and PE kit
- **Golden behaviour points** – awarded for achieving name on the gold star on the traffic light system. This is equivalent to 1 house point.

### Year group

Each year group has its own reward system which is tailored to the age group of the children. All year groups use verbal praise to encourage and motivate;

**Foundation 2** Traffic light system  
'Star of the day' awards are given out along with stickers for good work and good behaviour.

**Years 1 and 2** Traffic Light system  
House Points System. Children assigned a house at the beginning of the year and are awarded points for various positive behaviours. Weekly House Points assemblies focus on the points tally so far for each house. Termly winners go on a special trip out (e.g. The cinema or the theatre) Yearly winners have a day out at the seaside.  
Star of the day  
Stickers for good work, behaviour, attendance, home school reading.  
Star walkers

**Years 3, 4, 5 and 6** Traffic Light system  
Stickers are given for good work, behaviour, attendance, helpfulness etc.  
House Points System. Children assigned a house at the beginning of the year and are awarded points for various positive behaviours. Weekly House Points assemblies focus on the points tally so far for each house. Termly winners go on a special trip out (e.g. The cinema or the theatre) Yearly winners have a day out at the seaside.  
Golden Behaviour points - awarded for achieving name on the gold star on the traffic light system. This is equivalent to 1 house point.

### **Attendance and punctuality are rewarded in a variety of ways- see Attendance Policy**

**Class** Individual teachers operate rewards systems such as stickers, stars, stamps for good work etc. Although these motivational aids are not formalised in a school programme the governing body feel they are very important.

## **Appendix B (Amended Sept 2018)**

### **GUIDANCE TO TEACHERS WHEN DEALING WITH A CHILD WITH BEHAVIOURAL PROBLEMS**

Keep to clear, effective, consistent, agreed routines and question yourself first before deciding on action.

Even with the best policies, curriculum delivery and a positive ethos in place, behavioural problems still arise.

In a normal situation the behaviour pathway in **Appendix C** will be followed. At all stages of the pathway, inappropriate behaviour and action must be logged on CPOMS and the appropriate check boxes must be ticked.

- Differentiated behaviour management techniques may be utilised (e.g. a points chart) where each lesson is evaluated. At the end of each day the teacher and parents sign the document until such time as the child's behaviour improves or they move onto a behaviour contract. Parents must always be notified if a behaviour contract is put in place and a letter is sent home by the Head Teacher or Deputy inviting parents to come into school to sign the contract. Breaching a behaviour contract may result in referral to an external outreach service e.g. The Whitehouse Referral Unit.

#### **Additional guidance**

In the extreme case of behaviour where the welfare, health and safety of pupils or staff are endangered the Head Teacher or a senior leader must be called immediately.

At no time must a teacher leave his/her class without making arrangements for emergency cover. This cover must be a teacher or TA.

For pupils who are regularly disrupting class sessions, parents should be informed as soon as a pattern is established. Before a class teacher makes this decision the advice of the phase leader must be sought.

#### **Access to the SEN Co-ordinator**

Please use the expertise of the SEN Co-ordinator and Emotional Literacy Support Assistants (ELSAs) in school. Remember that many behaviour problems are the direct result of learning difficulties and even if they're not, help towards putting together a structured programme of behavioural management linked to rewards can be very effective.

Policies/Behaviour



**Head teacher** - where exclusion may be necessary

**LM/JM** - may involve parents/hold meeting/liaise with appropriate services

If a child is reluctant to move/causing too much disruption/at risk. **Senior leader may contact parents at this point.**

Call for **your phase leader** to come and speak to and/or where necessary remove the child and place them in another classroom.

**OR**

Call for **the ELSA for your phase** if the child is known to them (Dawn M KS1/F2, Y3/4 Michele H, Y5/6 Emmeline S)

Follow behaviour policy:- verbal warning and reminder of how to stay on green -> move to amber (explain how to move back to green - look to acknowledge this and move back quickly) -> no improvement, move down to red (**reminder of how to get back to green**). If behaviour continues, child's initials placed on board with a tick for 5 mins time out (opportunities to move back to green must be made clear and looked for), if no improvement, ticks will continue until 15 mins (3 ticks) is reached. If behaviour improves at any point (even after the 3 ticks) then the **child's name should be moved back up to green** (though the ticks and consequence remains).

**N.B.** If a full play time is missed, **this must be logged on CPOMS and a phone call home to parents must be made** (or they must be spoken to at the end of the day) to explain why their child missed break.

Appendix D

## Our Values Based Curriculum Chosen by Parents, Staff and Children

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**RESPECT, TRUTHFULNESS/HONESTY, MANNERS (politeness), RESPONSIBILITY,  
KINDNESS/CARING, TOLERANCE/AN UNDERSTANDING OF OTHERS.**

Every child and staff member in school is in a house, children from the same family are in the same house. Children are awarded house points for showing any of the above values and for many other things. Each week we have assemblies based on these values. Each term there is a reward for the house with the most points.

The houses we have chosen are all to do with famous people from Hull who have shown these values. We have (William) Wilberforce, (Christopher) Pickering, (Thomas) Ferens, (Clive) Sullivan, (Amy) Johnson, (Lillian) Billocca. Ask your child which house they are in, they may also be able to tell you something about that person. Each house has been allocated one of these values which they are going to research and look for in each other.

