



# Hartford Primary School

## Behaviour Management Policy

**Updated: 22<sup>nd</sup> March 2018**

**To be reviewed: 22<sup>nd</sup> March 2019**

**Person Responsible for Policy: Deputy Headteacher**

**Signature of Headteacher:**

**Signature of Chair of Governors:**

## **Hartford Primary School Behaviour Management Policy**

Our policy has been written with reference to the DfE's **'Behaviour and Discipline in Schools'** January 2016

### **Introduction**

'Governing Bodies of maintained schools have a duty under Section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children' Behaviour and Discipline in Schools January 2016: DfE

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. Our behaviour policy is supported and backed-up by senior staff and the head teacher.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy.

At Hartford Primary School our Behaviour Management Policy aims to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulates the conduct of pupils

The Governing Body has agreed that the scope of this policy includes:

- Screening and searching pupils
- The power to use reasonable force and other physical contact
- The power to discipline beyond the school gate
- To work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

This policy was created by a working party of staff, governors and children in order to promote a well-disciplined, ordered and happy school, which allows our children to achieve their best. We use a positive approach to behaviour and recognise and reward good behaviour. We believe that our Behaviour Policy should focus on these positive rewards by celebrating the children who consistently follow the school rules and who conduct themselves in an exemplary manner.

We also recognise that for the school to function effectively, it is crucial that everyone is clear about expectations and is consistent in their approach. Where children find it difficult, at times, to follow our school rules, we have a clear escalating scale of consequences in place throughout school to support them in choosing the right behaviour.

In the development of, and when reviewing this policy, the following ten key aspects of schools practice were/are strongly taken into account:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Strong classroom management
4. Rewards and Sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

### **Teachers' Powers**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Teachers have a power to impose detention outside school hours. Teachers can confiscate pupils' property.

### **Punishing poor behaviour**

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.

- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

### **Management and Organisation**

Class rules, rewards and sanctions are displayed in every classroom. Our structured system includes rewards for the individual child, the class and the whole school. At the beginning of each academic year, these rules are reinforced in each classroom so that the children have ownership of them and that they are clear to everyone.

### **Rewards**

- Be noticed/thanked/praised by the teacher.
- Be chosen for important jobs.
- Get a sticker.
- Be 'Star of the Day'- KS1
- Get a celebration certificate or reader of the week certificate.
- Children can receive a token for displaying one of our core values: Respect, Aspiration, Pride and Responsibility. The tokens are counted up at the end of the week and each class's achievement are celebrated in Monday 'Tree' assembly where leaves are added to our values tree.

Individual stickers are given out frequently throughout the day. They can be given for:

- Working hard
- Good behaviour
- Friendship
- Acts of kindness
- Improvement
- Good work
- Good manners and politeness
- Reading – reward scheme across school Handing in homework completed and on time Achievement
- Good to be Green – marble in jar if whole class have been on green all day

## **Sanctions**

### **In the Classroom/dining hall:**

We use a good to be green behavior system in school:

- Verbal warning.
- If behaviour persists, move green card to amber for that session. (KS2- morning /afternoon. KS1 2 sessions in the morning and 2 sessions in the afternoon.)
- Second verbal warning
- If behaviour still persists, move card to red.
- Child may be sent to another classroom, sent to calm down within their own classroom, miss 5 minutes of break, or sent to Headteacher or Deputy Headteacher.
- If behaviour persists, or is severe enough to warrant further investigation, child is sent to Headteacher or Deputy Headteacher.
- A child can be given a red card instantly. Severe clause is defined as: - swearing, a physical attack on another person (eg, biting, hitting, pushing, kicking, spitting), refusal to follow instructions, rudeness to adults or other children.
- A child remains on amber or red for 1 session (2 session in morning, 1 in afternoon)

### **On the Playground:**

- Verbal warning.
- If behaviour persists. move onto amber card.
- If behaviour persists, move to another place in the playground and move to red card. Member of staff or MDA on duty to inform child's class teacher.
- If behaviour persists, child is sent to either class teacher, Miss Fairweather or Mrs Cade for further investigation.
- Persistent offenders on 'red' need to be reported to Miss Fairweather or Mrs Cade
- Severe clause (as above) – reported to Miss Fairweather or Mrs Cade immediately

### **Early Years**

For children in Nursery and Reception, the above sanctions are not applied as stringently. We will always take into account the age and experience of the child.

### **Pupils with Special Educational Needs Emotional & Behavioural Difficulties**

Staff will always use extreme care and sensitivity when dealing with pupils who have emotional and behavioural difficulties. Confrontations are stressful and unproductive for teachers and pupils alike. We apply a range of strategies for dealing with children, but we should always remember that every child and every situation is individual and unique. What works once, or with a particular child, may well be changed or adapted for other situations or children.

Children with behavioural difficulties will have an individual behaviour plan. We offer support through interventions such as Social Stories, Time to Talk and our ELSA programme. Outside agencies are involved depending on the individual (e.g. Educational Psychologist, Autism Team, CAMHS). We also work closely with our own external behaviour consultant.

We acknowledge the school's legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs.

## **Exclusions**

The facility will be operated only by the Head or Deputy Head in conjunction with DFEE guidelines and legislation, whether exclusion is temporary or permanent.

### **Fixed Term Exclusions**

1 If a child is excluded for a Fixed Term, schools are required to keep their own records of these exclusions in the first instance. Schools should continue to record this information **immediately** onto SIMS.NET. This data will then be collected as part of the data collection for the Children & Young People's Database. Parents need to be informed using the appropriate standard letter (1-3) available on the CWAC website.

2 Guidance on completing the information onto the SIMS.NET system is on the exclusions page of the website.

3 Copies of any letters issued to the parent/carer to central admin for exclusions.  
Email to: [Exclusions@Cheshirewestandchester.gov.uk](mailto:Exclusions@Cheshirewestandchester.gov.uk)

4 For fixed term exclusions as soon as the LA is made aware of a fixed term exclusion beyond 15 days or cumulative fixed term exclusions beyond 15 days in a term, the Chair of Governors will be reminded by the LA of the need to meet to review. The Education Access & Behaviour Improvement Team will also be automatically informed as part of the LA monitoring role.

The Education and Inspection Act (2006) has brought in a range of new provisions. In particular, for exclusions, Headteachers are reminded that for any single incident of fixed term exclusion beyond five days, the school must provide full-time education off-site from Day six. The policy is based on HMI advice that exclusion beyond two or three days is not considered effective and can be counterproductive.

### **Permanent Exclusions**

5 When a child is **Permanently Excluded**, schools are required to inform the LA **within 24 hours** (and not at the point that any appeal may have been heard). This is because the LA has a statutory duty to put educational provision in place for permanently excluded pupils from the Sixth Day and we need time to set up that provision. Schools should email a copy of the letter sent to the parent/carer to [Kelly.Percival@cheshirewestandchester.gov.uk](mailto:Kelly.Percival@cheshirewestandchester.gov.uk)

6 Schools are also required to complete form BSP1, at the point of exclusion, and need to email this form to: [Kelly.Percival@cheshirewestandchester.gov.uk](mailto:Kelly.Percival@cheshirewestandchester.gov.uk) within 48 hours. This form is available on the Cheshire West and Chester website. The information on this form is then used by:

## **The Education Access & Behaviour Improvement Team**

To arrange education for the child whilst they are out of school in accordance with the LA's statutory duty

At the point where a child who has been excluded is admitted back into a new school

Central admin for exclusions

To assist with administration of the permanent exclusion and liaison with parents/carers in the first instance.

To also include in our regular reports to the DfE

The link below takes you to the form BSP1, model letters and other useful documents:

<http://iwest.ourcheshire.cccusers.com/Dept/CYP/exclusions/Pages/default.aspx>

7 Schools should continue to **immediately** record the permanent exclusion onto SIMS.NET.

8 Headteachers will be mindful of the statutory changes for parental responsibility. This makes it important to use the appropriate standard letters which cover the rights and responsibilities of parents. Please send copies of letters issued to the parent/carer to:

[Kelly.Percival@Cheshirewestandchester.gov.uk](mailto:Kelly.Percival@Cheshirewestandchester.gov.uk)

### **Governor Body Responsibilities**

9 In line with statutory guidance, Access Officers (from the Education Access & Behaviour Improvement Team) will attend review meetings of the Discipline Committee of the Governing Body for permanent exclusions. These officers will also attend any subsequent Independent Appeals Panel.

Full statutory exclusion guidance can be accessed on [www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance](http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance)

Managing exclusions data as part of our strategy to reduce the level of exclusions is a key priority for Cheshire West and Chester Council. It is imperative that we meet our statutory duty to ensure vulnerable children receive their educational entitlement particularly those subject to permanent exclusion

### **Assessment, Recording and Reporting**

All children who are on Red, and sent in to Headteacher or Deputy Headteacher, or any other member of staff will be listened to in a fair and equal manner. All incidents will be investigated and all parties involved will be listened to. All incidents that trigger a RED warning are recorded and kept on file. Parents will be informed by the Class Teacher, Headteacher or Deputy Headteacher.

### **Seclusion / isolation rooms**

In exceptional circumstances, school may place disruptive pupils in an area away from other pupils for a limited period, in what is often referred to as a seclusion or isolation room. When this occurs, school will ensure that the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are taken into account. School will ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools will allow pupils time to eat or use the toilet. Pupils will be supervised at all times.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### **Allegations against Staff**

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. Parents, governors and the local authority designated officer for safeguarding will be informed.

### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

### **Legislative links**

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012