

Healey Foundation Primary School

Behaviour Policy

The purpose of this policy is to define the expectations we have of children's behaviour in school, to promote and support a calm and ordered environment for all the children to thrive happily, and to enable them to learn and grow in an atmosphere that nurtures and protects them to the very best of its ability.

Ethos

- We believe that all children are entitled to be educated in a school that promotes a happy atmosphere.
- We encourage positive relationships between staff and children, to enable children to grow and learn in confidence.
- We encourage children to interact positively with adults and peers in order to build trust between them.
- We celebrate the growth in independence that enables children to recognise, and avoid situations that are adverse to their social or physical well being.
- We believe that children need to learn that they themselves have responsibilities towards each other and themselves.
- We teach children to be aware of the consequence of their actions, and the effects of what they do and don't do on others.
- We acknowledge that there has to be a system of agreed rules to support the well-being of all pupils and staff, and that ownership of the rules by all parties (children, teachers and support staff) will enable this to happen.

Good discipline underpins this ethos and everyone should understand the basis for this. All staff should be firm but fair; they should work in partnership with the children and their parents.

Children / parents and staff of Healey must all be committed to ensure that a core of good conduct is an integral part of school life. However, there are some aspects of behaviour which are non-negotiable;

- Racist, sexist or homophobic language and behaviour
- Deliberate disruption
- Behaviour which compromises the safety of others
- Bullying – including homophobic bullying and name calling
- Bad language
- Disrespect for the property of others
- Vandalism
- Disrespect for adults charged with the care of pupils
- Physical attacks

Problems and sanctions

Problematic behaviour is an everyday part of school life – children misbehave for any number of reasons, ranging from being in a less structured environment, to misbehaving for attention. We need to be clear about when and how intervention takes place. In order to do this we have to define a systematic and consistent approach that is followed by everyone. Children are confused by mixed messages so it is vitally important that all personnel are confident with, and committed to, behaviour control sanctions.

All sanctions used should be specific and appropriate to the age and needs of the child. Children need to be clear about why their behaviour is being challenged and why it is unacceptable.

All staff have responsibility for the pastoral care of the children. Some children find it hard to articulate their feelings, particularly the younger pupils, and they need the opportunity to talk to someone who will not pre-judge the situation. Staff should model patterns of good behaviour for the pupils. Emphasis should be placed on praising and rewarding children for good behaviour. The Friday assembly is used as an opportunity to publicly praise pupils who have been identified by their teachers for good work and behaviour.

A monitor system operates for the Year 6 children giving them special responsibilities around the school and a pastoral role with the younger children.

The Headteacher and staff will be pro-active when any discipline issues arise and will deal with issues immediately which may include asking the parent to come into school and discuss the matter. This will help children overcome problems by seeing that teacher and parent are working together.

It is hoped that good and acceptable behaviour can be learned by example, from peers, teachers and other adults in school. Peer group teaching is an effective and substantial teaching method, and quite often subtle pressure can be exerted on individuals within a class environment, if the behaviour is affecting the body as a whole.

Above all, there is an expectation of good behaviour which is central to our school community. Most classes will have individual points charts to reward and encourage good behaviour.

Healey Foundation Primary School employs a range of sanctions to assist the process of good behaviour

Level 1

- Reminder of agreed class rights and responsibilities
- Withdraw from source of difficulty
- Remove to alternative table to complete task
- Seat with classroom assistant (if one present) or teacher
- (If working outside the classroom) the child should return to the class teacher.
- Remain behind at playtime/lunchtime (with teacher supervision)

Level 2

- Remove from the classroom under supervision for ‘time out’ period
- Discussion regarding incident with staff/senior management team.
- Reinforcement of agreed rules, with opportunity to discuss ‘both sides’ and possible consequences of the incident.
- Monitored playtimes / lunchtimes.

Level 3

- Interview with Headteacher.
- Informal targets discussed, set and monitored
- Consider use of a behavior chart

Level 4

- Formal targets set and monitored

Parents will be informed and involved at any of the stages, depending on the persistence or severity of the poor behaviour.

Equal Opportunities Statement

“Equality of opportunity is simply part of good educational practice which recognises that learners are of equal value and have unlimited potential for development”

Exclusion / Suspension

In the event of sustained poor behaviour and all sanctions included in the school's behaviour policy having been used, the Senior Management of the school will consider a fixed period suspension/exclusion.

The Pupil Discipline Committee of Healey Foundation Primary School Governing Body will follow the guidelines for exclusion and suspension as laid down by the Local Authority and the Education Act 2002: Section 52. *see appendix 2*

Appeals against disciplinary action must be put in writing to:

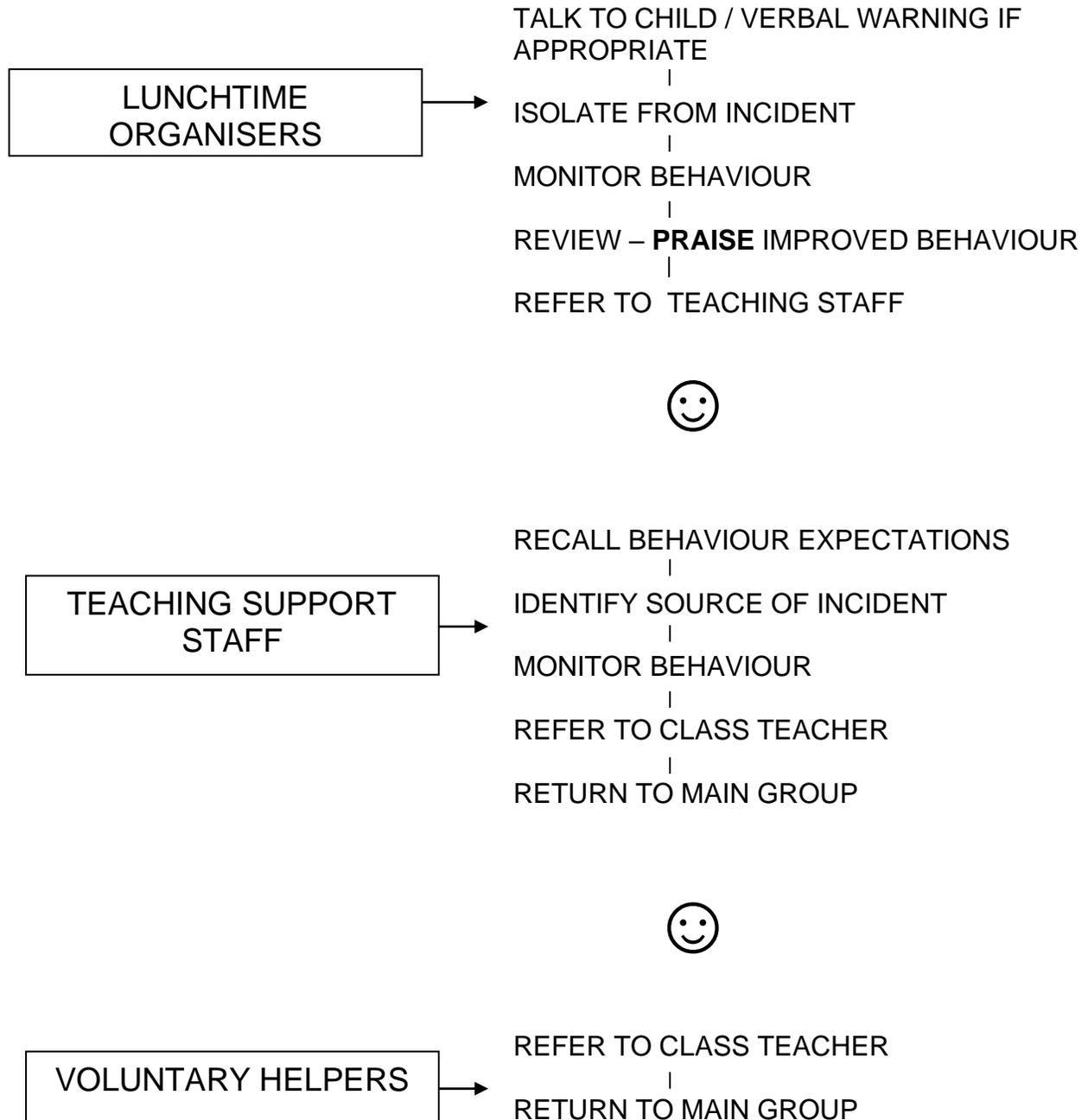
**Pupil Discipline Appeals Committee
c/o Clerk to the Governors,
Healey Foundation Primary School,
Earnshaw Avenue,
Healey,
Rochdale. OL12 0ST**

In the event of a child needing to be restrained the school will adopt the Positive Handling Policy. The Headteacher, Deputy Headteacher and SENCo will be responsible for identifying and ensuring adequate training is delivered to necessary personnel.

APPENDIX 1

PROMOTING AND MANAGING GOOD BEHAVIOUR

‘THE HEALEY WAY’ – HOW DO YOU KNOW HOW TO BEHAVE?



ALWAYS THINK POSITIVE !



Education Act 2002

2002 CHAPTER 32

Exclusion of pupils

52 Exclusion of pupils

(1) The head teacher of a maintained school may exclude a pupil from the school for a fixed period or permanently.

(2) The teacher in charge of a pupil referral unit may exclude a pupil from the unit for a fixed period or permanently.

(3) Regulations shall make provision—

(a) requiring prescribed persons to be given prescribed information relating to any exclusion under subsection (1) or (2),

(b) requiring the responsible body, in prescribed cases, to consider whether the pupil should be reinstated,

(c) requiring the local education authority to make arrangements for enabling a prescribed person to appeal, in any prescribed case, to a panel constituted in accordance with the regulations against any decision of the responsible body not to reinstate a pupil, and

(d) as to the procedure on appeals.

(4) Regulations under this section may also make provision—

(a) for the payment by the local education authority of allowances to members of a panel constituted in accordance with the regulations,

(b) requiring a person or body exercising functions under subsection (1) or (2) or under the regulations to have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales,

(c) requiring local education authorities to give prescribed information to the Secretary of State or the Assembly, as the case may be, and

(d) in relation to any other matter relating to the exercise of the powers conferred by subsections (1) and (2).

(5) In subsection (3), “the responsible body” means—

(a) in relation to exclusion from a maintained school, the governing body of the school, and

(b) in relation to exclusion from a pupil referral unit, such person as may be prescribed;

and, in relation to any time when no responsible body is prescribed in relation to permanent exclusion from a pupil referral unit, subsection (3) shall have effect in relation to such an exclusion with the omission of paragraph (b) and as if the decision referred to in paragraph (c) were the decision of the teacher in charge of the unit permanently to exclude the pupil.

(6) Regulations made by virtue of subsection (4)(a) may provide for any of the provisions of sections 173 to 174 of the Local Government Act 1972 (c. 70) (allowances to members of local authorities and other bodies) to apply with prescribed modifications in relation to members of a panel constituted in accordance with regulations under this section.

(7) Regulations shall make provision enabling a prescribed person, in any prescribed case, to appeal to a panel constituted in accordance with the regulations against any decision made after 31st August 1994 under paragraph 7 of Schedule 1 to the Education Act 1996 (c. 56), or any enactment repealed by that Act, in relation to the permanent exclusion of a pupil from a pupil referral unit; and the provision that may be made by regulations made by virtue of this subsection in relation to any such decision includes any provision that could after the commencement of subsections (2) to (4) be made in relation to a decision falling within subsection (3)(c).

(8) Regulations under this section which—

(a) relate to exclusions from pupil referral units (whether before or after the passing of this Act), and

(b) are made before the repeal by this Act of the existing enactments is fully in force,

may provide for any provision made by or under the existing enactments to have effect in relation to exclusions from pupil referral units with such modifications as may be prescribed.

(9) In subsection (8) “the existing enactments” means sections 64(2) and (3) and 65 to 67 of, and Schedule 18 to, the School Standards and Framework Act 1998 (c. 31).

(10) In this section “exclude”, in relation to the exclusion of a child from a school or pupil referral unit, means exclude on disciplinary grounds (and “exclusion” shall be construed accordingly).

(11) In this section “maintained school” has the same meaning as in Chapter 1.