



Yenton Primary School

Behaviour policy

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Yenton Primary School

BEHAVIOUR AND DISCIPLINE POLICY

1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school particularly rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 The school also promotes independent conflict resolution skills and self- control for children through a carefully planned curriculum which has been introduced – PATHS.

2 Rewards and Sanctions

- 2.1 Behaviour —Yenton's aim is to reinforce the positives and reward the good in a consistent system from Reception to Year 6.
- 2.2 **The school strives to reward exceptional behaviour:**

'We reward the exceptional, not what is expected.'

We praise and reward children for excellent behaviour in a variety of ways:

General Rewards

- Each week we nominate a child from each class to be ‘pupil of the week’. The nominated child has the chance to show their work to the rest of the school and they receive a Headteacher’s sticker in the school assembly.
- Every day a different child is chosen to be PATHs child of the day and receives special privileges and given compliments by staff and children.
- We distribute certificates to children, either for consistent good work or behaviour every half term.
- Weekly awards are given for high class attendance and low numbers of late arrivals. The class with the highest attendance receives a special class reward – pizza!
- A class teacher may also send a child to another member of staff, including the head and deputy head teacher in order to be praised for an exceptional effort with their work or behaviour.
- Every half term, all children who have behaved well during the half term can attend a special event. This might be a trip to the cinema, Easter egg hunt or disco.

Individual Rewards

- In every room, there is a laminated zone board, large enough to place each child’s name.
- Each child starts with their name on the blue zone which is the expected level of behaviour for all pupils.
- Whenever or wherever a staff member sees excellent behaviour, they move up to the bronze zone and if they maintain a good level of behaviour, they receive a bronze sticker and praise at the end of the day.
- If a child continues to show exemplary behaviour they can move to the silver zone and again, if a good level of behaviour is maintained, will receive a silver sticker and a text will be sent home at the end of the day.
- For exceptional behaviour, children can also move to the gold zone. If a child reaches and maintains this level of behaviour throughout the day, they will be rewarded with a gold sticker, a text home and also the chance to be a golden ticket winner.
- One child from each class will be chosen every week to win a golden ticket. Only those children who have reached the gold zone during the week, have the chance of winning a golden ticket. They receive a certificate in a weekly rewards assembly and these are displayed on a notice board in the entrance hall. They are also invited to a special reward event with the Head Teacher or Deputy Head Teachers. These events may be a tea party, games session or sports activity.
- Children can also receive raffle tickets for good behaviour and work in class, as well as, moving around school in an exemplary fashion, showing

respect and good manners during play times. Every week these raffle tickets are collected by the head teacher, who will draw a name from each year group box. Each winner will select a prize from the 'star box'.

Whole Class Rewards.

As well as individual names on the bronze, silver and gold zones, children are encouraged to work together as a class in order to earn class raffle tickets. Raffle tickets can not only be given to individuals but also are given to the class for good behaviour. This may include being especially quiet, calm or sensible around the school. All staff members are encouraged to give raffle tickets. At the end of the week all raffle tickets are collected and counted. The class from each key stage with the most amount of raffle tickets receive a trophy and win sixty minutes golden time. The children can select the activity and treat they would like during this time and can be anything from painting activities, a small party or even a chosen film and popcorn.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school and teaches individual and collective responsibility—through whole class rewards and individuals earning credit for their class.

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

- Sanctions using the zone boards displayed in each classroom.
- Firstly, children have a verbal warning or quiet reminder.
- If the behaviour is repeated children will have their name moved to the yellow 'thinking zone.' This is for the children to reflect on their behaviour and have the opportunity to quickly put it right. If this happens, the child's name can be moved back to the blue zone.
- However, if a child continues to make the wrong choice their name will be moved down to the next level, which is the purple zone. At this level, the children miss one minute of their play time for every year of their age. Again, the children are reminded of the school rules and what is expected. They have the chance to put this right and move back up to the yellow thinking zone and then again, to the blue zone.
- However, if a child does not make the correct choices their name will be moved to the red zone. At this point, the child will receive a red letter home and a member of the Senior Leadership Team will become involved.
- If a child moves to the red zone before lunch time, they can move back to the blue zone after lunch is over but a sanction will still be put in place.

- A child may move straight to the red zone for serious misconduct, including physical or serious verbal aggression. This is dealt directly by the head or deputy head teacher.
- Depending on the circumstances and whether or not the child has displayed similar and frequent behaviour patterns within a relatively short time period, they may be moved to another class or quiet area in which to work.

Red zone sanctions within a half term:-

- On the first occasion that a child moves to the red part of the traffic lights the class teacher will telephone a child's parents and send the first red letter home.
- If a child is moved to the red zone on two separate occasions during a half term, this may mean that additional strategies are needed to be put in place to support them. The class teacher will outline this support in the second letter and discuss this with their parents. This support is given a short period of time to show an impact.
- However, if there is little or no change in a child's behaviour and they continue to move to the red zone, a red letter from the behaviour coordinator will be sent to the parents. At this point, a meeting will be held with the child, parents, class teacher and behaviour coordinator and a more intensive level of support will be put in place.
- The head teacher or deputy head teachers will become involved if a child's behaviour continues to decline, despite intensive support given. They may also become involved in extreme cases, for instance, aggressive behaviours.

2.4 The class teacher discusses the six school rules with each class. In addition, the class teacher will constantly remind and refer the children to these school rules, not just at the beginning of the term. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Staff have been trained in 'the team teach' approach and the actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the behaviour coordinator, deputy headteacher and headteacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The headteacher keeps records **of the most serious incidents of misbehaviour.**
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or **very serious acts of misbehaviour**, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of Governors

6.1 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 headteacher in adhering to these guidelines.

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

7 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.gov.uk/government/publications/school-exclusion

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

7.3 If the headteacher **permanently excludes a child**, s/he informs the parents immediately, giving reasons for the exclusion in writing. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal to the governing body about a decision. The school informs the parents how to make any such appeal.

7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the governors.

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

7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 **Drug and Alcohol-related incidents**

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a **fixed term exclusion**. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

8.5 If the offence is repeated the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 **Monitoring and Review**

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body (included within the Head Teachers report) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on the incident report sheets that we keep.

- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: