

# HOLYWELL PRIMARY AND NURSERY SCHOOL

## BEHAVIOUR POLICY

### **Introduction:**

The staff and Governors of Holywell Primary and Nursery School present this Policy to parents, children and any other interested parties. We believe in fair, firm and consistent discipline as a contributory factor towards good school ethos. A good standard of behaviour is positively encouraged within the school, with much emphasis on self-discipline, courtesy and consideration for others. The safety and well being of others is important to everyone. The school aims to develop a happy and secure environment so that all children may develop self-esteem and achieve their best. We believe that actively encouraging good behaviour in children is a shared responsibility between parents and school. This Policy acknowledges some of the recommendations made in previous national reports.

C.P.S. (County Psychological Service)

E.W.O. (Education Welfare Officer)

LBSS (Learning Behaviour Support Service)

Parents

Children

Also involved

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## RATIONALE

The aims of our school can only succeed within a clear framework and shared understanding about standards of behaviour. Teaching staff, support staff, parents, carers, Governors and children should be aware of and supportive of this framework. We believe that shared, consistent whole school values will have a positive effect on pupil behaviour.

Consensus about behaviour management generates a sense of purpose and commitment amongst pupils and staff leading to high morale and self esteem. It creates a supportive framework for all staff and children.

Poor or unacceptable behaviour may cause undue worry for both children and staff. This is not acceptable to the school and will be dealt with appropriately. All staff and children share responsibility for standards of behaviour. The school promotes an open and mutually supportive approach towards behaviour management.

The school places great emphasis on a positive approach to behaviour management. We believe that this will foster an atmosphere of mutual respect between all concerned. Through this approach we anticipate that the children will become responsible members of the community and behave appropriately in a variety of contexts. The opinion of the community is valued regarding the school's reputation. This concept is regularly reinforced for the children by all staff.

## 'THE GOLDEN RULES'

Do be kind and helpful - Don't hurt people's feelings

Do be gentle - Don't hurt anyone

Do listen - Don't interrupt

Do work hard - Don't waste yours or other people's time

Do be honest - Don't cover up the truth

Do look after property - Don't waste or damage things

The 'Golden Rules' are displayed in every classroom and they are also displayed around the school.

## REWARD SYSTEM

Children respond to praise and it is the policy at Holywell to give praise whenever appropriate for effort and achievement regardless of academic ability. Good or improving behaviour/attitude will also be rewarded; the system of reward will be fair and consistently applied. National reports suggest that children usually find messages home to parents/carers motivating.

Staff use a range of rewards:

### Verbal Praise

'Well Done' Certificates: Presented to children in Assembly time.

- Class Teachers select one or two children per class and the Headteacher explains the reason for their presentation to the rest of the Assembly. These certificates will be given for a variety of reasons.
- Children in Key Stage 1 and Foundation Stage enjoy these certificates.
- Badges are also presented at this Assembly for the children to keep. (This Assembly also celebrates birthdays for the younger children).

### House Points:

- In Key Stage 2 the children enjoy the 'house' system which is a competitive system.
- House points will be awarded for effort, achievement and contributing to the school as a community member.
- House points will be totalled each week and a weekly tally given out in KS 2 Assembly. The winning House receives extra play on Friday lunchtime.
- Individual awards for the highest house point total will be recognised at the end of each term and end of the year.
- Children in KS 2 self nominate to be acknowledged in KS 2 Assembly for notable achievements e.g. sporting, citizenship, musical or other achievements.
- Swimming certificates, badges and shields will be presented to children in Year 3 as appropriate.

### Headteacher:

- Any child in the school may be sent to the Head with good or improving work (or for making an effort to improve any aspect of his/her work or behaviour).
- Child may be rewarded with a sticker (Happy Face, Fantastic, Well done, etc.)

### Gold Pencils

- Gold pencils are awarded in assembly for work / behaviour that has been recognised by the Headteacher.

### Merit Badge:

- The Head will give out merit badges in Assembly to children in KS2 who staff have identified as worthy of particular praise during the week.

### Positive Praise:

- Teachers will give positive praise when marking work - written or orally.

### Reward Stickers:

- Reward stickers are given out for effort and achievement.
- In Reception reward stickers are also given either individually or by table groups.
- In Nursery smiley face stickers are given as appropriate. One child is chosen daily to be the 'Special Day' child which means he/she is first in line for drinks, snacks, playtime and helping with any special tasks.
- Incentive stickers, stars etc. are used as appropriate.

### Achievements of any sort:

- Will always be acknowledged by the school including any undertaken by children out of school. The Head or Deputy Head will do this during school Assembly.
- Class Teachers will all have their own reward system within their class.

### Zone Boards

- As part of an initiative to encourage children to take responsibility for their own actions and to provide a consistent approach to behaviour management for Teachers and Teaching Assistants, Zone Boards have been introduced into Years 1, 2 and Reception.
- A Zone Board is a visual record of the child's cooperation with the agreed classroom rules.
- The boards are colour coded in 5 sections: gold, silver, green, yellow and red.
- Every child starts the day in the green zone and according to their behaviour moves up or down the board during the day. Every child has his/her name attached to a magnet.
- Agreed rewards or sanctions are incorporated into the Zone Board rules.
- A Zone Board is a powerful classroom management tool which promotes good behaviour and encourages children to aspire to their full potential.

### Extra Play:

- Extra playtime or 'golden time' may be given to a class or year group if the staff feel it is appropriate.

### Positions of responsibility:

School Prefects, Classroom Monitors, Librarians, School Councillors, Eco Committee.

- School prefects are chosen from Year 6 only.
- Class Monitors are chosen from all classes.
- Lunchtime Prefects are chosen from Year 6 to assist the lunchtime supervisors.
- Librarians are chosen from Year 6 only.
- School Councillors are chosen from each class in KS2.
- Eco Committee are chosen from all classes

### Leaver's Assembly:

- The school holds an end of year 'Leavers Assembly' where children in Year 6, who have shown consistency in effort throughout the year in particular subjects and

sport and music achievements, will be rewarded with an engraved personal trophy to keep.

- An invited audience of parents and Governors will be present.
- Towards the end of the summer term Year 2 children will hold an 'end of KS1' Assembly which parents/carers are invited to attend.

#### Attendance

- 100% attendance is recognised at the end of every term for children KS1 & KS2.
- 100% attendance for the whole year is recognised in Years 2 & 6 Leaver's Assemblies.
- Attendance that slips below 85% is challenged by discussion and letter with parents/carers.
- Late attendance is challenged and discussed with parents/carers.

#### Involving Parents/Carers:

- Staff believe in keeping parents involved and aware of behavioural and other matters. We believe that working together will benefit the children.
- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach.
- Reading records KS1 or homework diaries in KS2 are used to send messages home.
- The Parents Consultations Evenings also provides a forum for discussion.

## SANCTIONS

We believe in punishment being firm rather than aggressive, targeting the right pupil, criticising the behaviour not the person, using private rather than public reprimands, being fair and consistent and avoiding sarcasm and idle threats.

The Teacher will use a range of procedures, these include:

- A verbal reprimand
- Moving the child in class
- Sending the children to other classes, by arrangement.
- Removal of privileges such as playtime or part of lunchtime.
- Staying at the side of the duty teacher rather than play with his/her friends.
- Sitting in the Library outside the Deputy Head's room during playtime or lunchtime.
- Referral to the Deputy Head or the Head
- Parents/carers will be informed by the Class Teacher, of persistent poor behaviour.
- Writing a Letter of Explanation (Children in Key Stage 2 may be asked to write a letter to their parents/carers to explain their inappropriate behaviour. Parents/carers will be asked to sign the letter acknowledging receipt and to return it to school.)
- Copying relevant parts of the Behaviour Policy or Golden Rules to remind them of the expected behaviour.

### Suspension from Class:

- Any child who swears, uses physical force or other forms of aggressive behaviour towards an adult may be suspended from his / her class and will work with either the Deputy Headteacher or Headteacher whilst parents are contacted. Parents/carers may be invited to attend part of the school day with their child.

### Lunchtime Detention:

- Children in Key Stage 2 may qualify for a weekly lunchtime detention if they persist with poor behaviour.

- Any child who has three such detentions will qualify for a detention with the Head, parents/carers will be informed and all the relevant reasons for the detentions will be sent home by letter.

#### Work in Headteacher's Office:

- A child may be directed to work in the Head's office if he/she is repeatedly disruptive in class and is preventing other children from learning.
- Parents/carers will be informed and invited to discuss the matter with the Teacher.

#### Refusal to Comply:

- Parents/carers will be requested to come into school in any child refuses to comply with the teacher's requests.

#### Report:

- In consultation with the Head, a child may be put on a 'Report' system which is a 'home/school liaison book' sent home regularly after completion by the Class Teacher.
- This is not always a sanction but may be a necessary (temporary) procedure for some children who, from time to time may benefit from close home/school liaison.
- Parents/carers will be asked to communicate with the school through this book.
- A regular signature from either the Deputy Headteacher or Headteacher, as part of the monitoring process, will be included.
- Eventually, the home / school book will be kept by the school for evidence in case of further intervention strategies as appropriate.
- Further intervention may be necessary at a later date instigated by the school or other outside agencies.

#### Behaviour Modification Programmes:

- Various behaviour modification programmes may be set up at Class/Deputy/Headteacher level.

### Loss of Playtime / Lunchtime:

- Any child who leaves the school premises without permission will automatically lose their playtime and/or lunchtime for five days.
- Parents/carers will be informed immediately and the Police may be called.
- Internal day in solitary! This may be a day (or more) spent with the Deputy Headteacher or Headteacher. Parents/carers will be informed.

### Exclusion at Lunchtime:

- The Head will inform parents/carers, where necessary, that their child is to be excluded from school during lunchtimes if serious unacceptable behaviour is demonstrated during playtime or lunchtime, or in class.
- Evidence from the Lunchtime Supervisors Incident Books will be referred to as necessary.
- Examples of unacceptable behaviour which may result in lunchtime exclusion include:
  - Bullying
  - Using swear words to anyone else
  - Using racial remarks
  - Vandalism
  - Using physical violence or force towards any other person or their property
  - Repeated poor behaviour which may adversely affect anyone else
  - Threatening behaviour, verbal or otherwise
  - Continued disobedience and / or insolence to others

This list is not exhaustive, each incident will be considered on an individual basis.

### Exclusion From School:

- The Head will use the ultimate sanction of exclusion from school where appropriate. Any incident serious enough to warrant the consideration of exclusion from school e.g. physical assault towards an adult or child or persistent use of foul language will be considered on **an individual basis**.
- Under no circumstances whatsoever should any person bring onto school premises a knife or weapon of any description. The Police will be called if the school has

reasonable grounds to suspect that a person is carrying a knife or weapon. Any pupil found with the above will be automatically excluded from school.

- Under no circumstances whatsoever should any person bring onto school premises any drugs other than medicines which must always be taken to the School Office by parent/carer. Please refer to the School Drugs Policy (available on request).

### **RECORDING INCIDENTS**

#### **Pastoral/Incident Forms:**

- Teachers will use a Pastoral / Incident form to record incidents which have had to be investigated.
- Copies of these forms will be retained in school - copies to be given to Head and Deputy and teacher to keep a copy in pastoral folder.

#### **Lunchtime Supervisors Pastoral Books**

- LTS will record incidents that happen at lunchtime in pastoral books.
- Books will be handed in weekly to Deputy Head.

### **HOME/SCHOOL PARTNERSHIP**

At Holywell we believe in involving parents whenever possible. We aim to develop an active partnership with parents/carers as an aid to encouraging and promoting good behaviour. We will keep parents/carers informed if there is a need to, regarding any concerns we may have. Similarly, we hope that parents/carers will keep us informed of any circumstances, which might affect their child's well being in school. We issue our Home/School Agreement to all parents / carers and hope that this Agreement is useful to everyone in explaining expectations of us all.

We aim to establish good, effective communications between home and school beyond the provision of formal Parents Consultation Evenings. In order to assist us in achieving this aim, parents/carers can support school by:

- Helping their children to relate co-operatively with other adults and children;
- Encouraging their children to develop attitudes and values around those commonly accepted by school and society in general.

These include:

- self respect,
- respect and concern for others
- respect for property
- self-discipline and moral qualities such as truthfulness and honesty.
- tolerance and understanding of others

#### Individual Education Plans (IEPs) and Personal Social Plans (PSP)

To support children with their learning and behaviour. IEPs and PSPs are used. Parents/carers are consulted and informed about these plans and the SENCO, class teacher and outside agencies will also be involved where necessary.

#### PHYSICAL RESTRAINT

The DCSF give clear non-statutory guidance on The Use of Force to Control or Restrain Pupils. This advice is for all staff who may have lawful control or charge of pupils when the Head gives those people specific authorisation.

This advice may apply either to incidents on the school premises or during out of school activities.

Reasonable force may be used to:-

- prevent pupils committing a crime,
- prevent pupils causing injury or damage to themselves or others,
- prevent pupils causing disruption

The Headteacher has authorised the following people:-

- all teachers currently employed at the school;
- all support staff currently employed at the school.

Specific guidance will be given to all adults.

**It should be noted that any volunteers working in school (i.e. parents, other adults including students) should NOT use physical restraint.**

We believe that force should only be used as a final resort and before it is used, verbal interventions should be exhausted. At the same time it should be determined that by using force other pupils or staff are not put at risk.

Physical intervention may be:

- physically interposing between pupils
- blocking pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- placing a hand in the centre of the pupil's back to guide away
- use of more restrictive holding in extreme circumstances

Following the use of any Physical Intervention:

The Head will be informed and a detailed written report using the correct pro-forma (staff room) should be made of any occasion where force is used and will be kept in an incident book by the Headteacher.

This should include:

- name(s) of pupils involved, where and when;
- names of any other staff or pupils who witnessed the incident;
- the reason force was used;
- how the incident began and progressed, degree of force used and for how long;
- the pupil's response and outcome
- details of any injury or damage caused to property;
- signature and date.

**Parents/carers of children involved will be informed**

**We believe that physical intervention should never be used as a substitute for good behavioural management and consider that we will very rarely have to use it.**

## WHAT IS BULLYING?

The school has an agreed, separate anti-bullying policy.

It should be noted that this school will not tolerate bullying.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else and is usually repeated behaviour. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of or focussing on the issue of sexuality.
- Verbal - name calling, sarcasm, spreading rumours, teasing.
- Cyber - all areas of interest such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

All bullying is aggression, physical, verbal or psychological, although not all aggression is necessarily bullying.

Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour.

Bullying can be PHYSICAL and/or VERBAL in nature. Physical assault is distressing but verbal assault is also painful.

Bullying can include name-calling, teasing and taunting, which can encompass racial and sexual harassment.

Bullying can include rude gestures, intimidation and extortion, threat and fear.

**Any incidents of bullying will be treated very seriously by the school.**

**Any incidents of racism will be treated very seriously by the school. Parents/carers will be informed and the LA will be notified using their pro-forma for notification.**

## SCHOOL ORGANISATION

There are three main factors of school organisation which contribute to overall levels of pupil behaviour. They are:

1. Curriculum
2. Planning the school day
3. Buildings and the environment

### 1. The Curriculum

The link between the curriculum and behaviour is significant. This policy acknowledges that:

- (i) good behaviour is closely linked to pupil motivation
- (ii) motivation can be increased or decreased by curriculum content and methods

Staff at Holywell Primary and Nursery School are committed to raising the level of pupil motivation irrespective of individual pupils' levels of academic achievement. Staff recognise that children who feel that they are failing at school, or who see what it has to offer as boring or irrelevant, are those more likely to behave badly.

The school has considered the following areas:

- (iii) positive emphasis on academic achievement is likely to improve behaviour; regular setting, checking and marking of all work including homework is of value.
- (iv) children are grouped in mixed ability classes and are sometimes grouped according to ability. At Holywell Primary and Nursery School children with S.E.N. are catered for according to their needs e.g. Nurture Group.
- (v) teaching and learning methods are regularly discussed and are defined according to the needs of the children.
- (vi) the curriculum is regularly reviewed by Subject Leaders to ensure it is relevant to the children's needs.
- (vii) the cultural background of the children is used as a basis for overall planning.

(viii) values are regularly reinforced by staff in lesson time, Assembly times and with individual pupils as necessary.

## 2. Planning the School Day

- All classes have a secure class base and their own Class Teacher undertakes pastoral responsibility for each child.
- Children do sometimes move from one room to another for some lessons, but this movement is not excessive.
- Outdoor activities have been purchased for lunchtime use.

## 3. Buildings and the environment

- Staff at Holywell Primary and Nursery School recognise that the physical environment provided by the school may have a considerable effect on pupils behaviour.
- Improvement to all areas of the school is constantly reviewed and, finance permitting, improvements are planned.
- Children are involved in litter collection. This involvement encourages the children to share ownership and responsibility for their environment and encourages the children to share ownership and responsibility for their environment and discourages vandalism.
- Regular displays of children's work is a feature of Holywell, this is seen as one way of improving self-esteem.

Review of playground behaviour and routines is regularly undertaken in order to make any necessary improvements.

## INVOLVEMENT OF CHILDREN, PARENTS AND GOVERNORS

### Responsibility:

Increasing amounts of responsibility are given to the children in order to foster maturity and independence. Children enjoy the challenge of taking responsibility.

### Prefects

- Their duties and responsibilities vary.
- Prefects are chosen from Year 6 only. These children assist with the daily routines within the school and are chosen by staff according to their reliability, good behaviour records, maturity and general sense of duty and commitment.

### The School Council

- The School Council has been established to improve liaison between children and staff regarding whole school issues. Councillors are children elected by their class members to represent each class at half-termly School Council meetings. These children are only elected from Key Stage 2 classes, however, the Councillors liaise with KS1 and Foundation Stage children.

### Classroom Monitors

- Monitors are appointed by Class Teachers. Their responsibilities include classroom duties and helping with preparation for lessons.

### Librarians

- Children are chosen from Year 6

### Eco Committee

- Children are chosen from across the school.

### Parents/Carers

- Staff recognise the value of involving parents/carers at an early stage if behaviour problems are becoming significant.
- All staff agree that by working in partnership with parents/carers, problems may diminish before real conflict becomes an issue.
- Communication between school and home may be:

an informal telephone call;  
a brief note in a homework diary;  
a letter requesting support;  
a letter requesting a meeting;  
a Report system.

### Governors

- Governors become involved with behavioural issues only on a formal basis at the request of the Headteacher and where County Procedures are being invoked.
- Parents/carers should always attempt to resolve any difficulties regarding behaviour with the school.
- Using the school Governors is only an option if the parents/carers consider the school has failed to respond appropriately to a serious problem.

### **THE ROLE OF THE STAFF**

- All members of staff share a collective responsibility for meeting the needs of pupils regarding behaviour.
- A consistent approach throughout the school is necessary; this is understood by staff at Holywell.
- The Class Teacher undertakes the pastoral role which includes responsibility for ensuring good behaviour of children in their care.
- When a member of their class is involved in poor behaviour, the Class Teacher will complete a pastoral behaviour pro-forma. A copy of this forms a basis for comment with parents/carers.

### Peer Teacher Support:

- Peer Teacher support is important as it enables Teachers to discuss particular problems and suggest methods for dealing with behaviour problems.
- Persistent or particularly bad behaviour is reported to the Deputy Headteacher and ultimately the Headteacher.
- Staff discussion will decide whether or not parents/carers should be involved.

- The role of the Deputy Headteacher and the Headteacher is to support staff who are dealing with behaviour problems.
- The overall running of the school may mean that persistent poor behavioural problems have to be dealt with using the ultimate sanction of exclusion.
- It is the duty of the Headteacher to pursue this accordingly.

#### Lunchtime Supervisors:

- Lunchtime supervisors have specific duties documented for them.
- All Lunchtime Supervisors are offered training through regular meetings with the Deputy Headteacher.
- Duties include sanctions, one of which is the recording of poor behaviour in their pastoral record books.
- The pastoral record books are collected in on a weekly basis by the Deputy Headteacher who notes the contents and discusses with the Headteacher any regular offenders.
- Persistent offenders are seen by the Deputy Headteacher and warned. The Lunchtime Supervisors also have a red and yellow card system. A yellow card equates to a reward for a child and a red card equates to a move to red on the Zone Board or detention according to the age of the child. Class Teachers receive the cards at the end of lunchtime.
- The pastoral record books may also be used for positive comments made by the Lunchtime Supervisors.
- If a child is persistently displaying poor behaviour then the Headteacher may exclude that child from school premises during the lunchtime. A regular feature at staff meetings is 'Children to Note', where any member of staff can highlight problems of any nature for general discussion.

## SUPPORT AGENCIES

The SENCO (Special Educational Needs Co-ordinator) may be able to offer advice and support staff regarding behavioural difficulties. If she feels it is appropriate she may, in consultation with the Headteacher, suggest referral to:

C.P.S. (County Psychological Service)

E.W.O. (Education Welfare Officer)

Social Services

L.B.S.S. (Learning, Behaviour Support Services)

Clinical Psychologist

School Health

G.P. etc.

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The Child Protection Officer (Headteacher) would always be consulted if referral was necessary for suspected abuse of any nature which may be affecting a child's behaviour or general development.

The school has a 'Child Protection Policy' which is reviewed annually by the Headteacher.

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As part of the updating process undertaken in 2005 for this Policy, the Headteacher consulted with various professional associations. These include:

NAHT

NUT

NASUWT

UNISON

Worcester County Council Health & Safety Officer

Worcester County Council Principal Educational Psychologist

## CONCLUSION

This policy was originally drawn up in consultation with the Staff and Governors during the Autumn Term 2000. It is subject to regular review.

Agencies Consulted:

C.P.S. (County Psychological Services)

E.W.O. (Education Welfare Officer)

LBSS (Learning, Behaviour Support Services)

Parents

Children

Governors

Signed: ..... Headteacher      Date: .....

FM: September 2000

FM: Reviewed February 2003

FM: Reviewed April 2005

FM: Reviewed February 2007

FM: Reviewed April 2008

FM/BB: Reviewed July 2010

## APPENDICES

- Pastoral / Incident Report Form

To be completed by any member of staff and passed to the Class Teacher.

- Letter to parents re: detentions

To be sent to parents of any child who has had three detentions and who will then qualify for a Headteacher's detention.

- Report form for the use of physical intervention.

To be completed by any member of staff who has used physical restraint and then passed immediately to the Headteacher.

FM: September 2000  
FM: Reviewed February 2003  
FM: Reviewed April 2005  
FM: February 2007  
FM: April 2008  
FM/BB: July 2010