



Heather Garth
Primary Academy
Stars Aiming High

Positive Behaviour Policy

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate

This policy will be reviewed by the Board of Governors on an annual basis

Date of Issue: Spring 2023

S. Farr

Chair of Governors Signature

Headteacher Signature

Date of next review: Spring 2024

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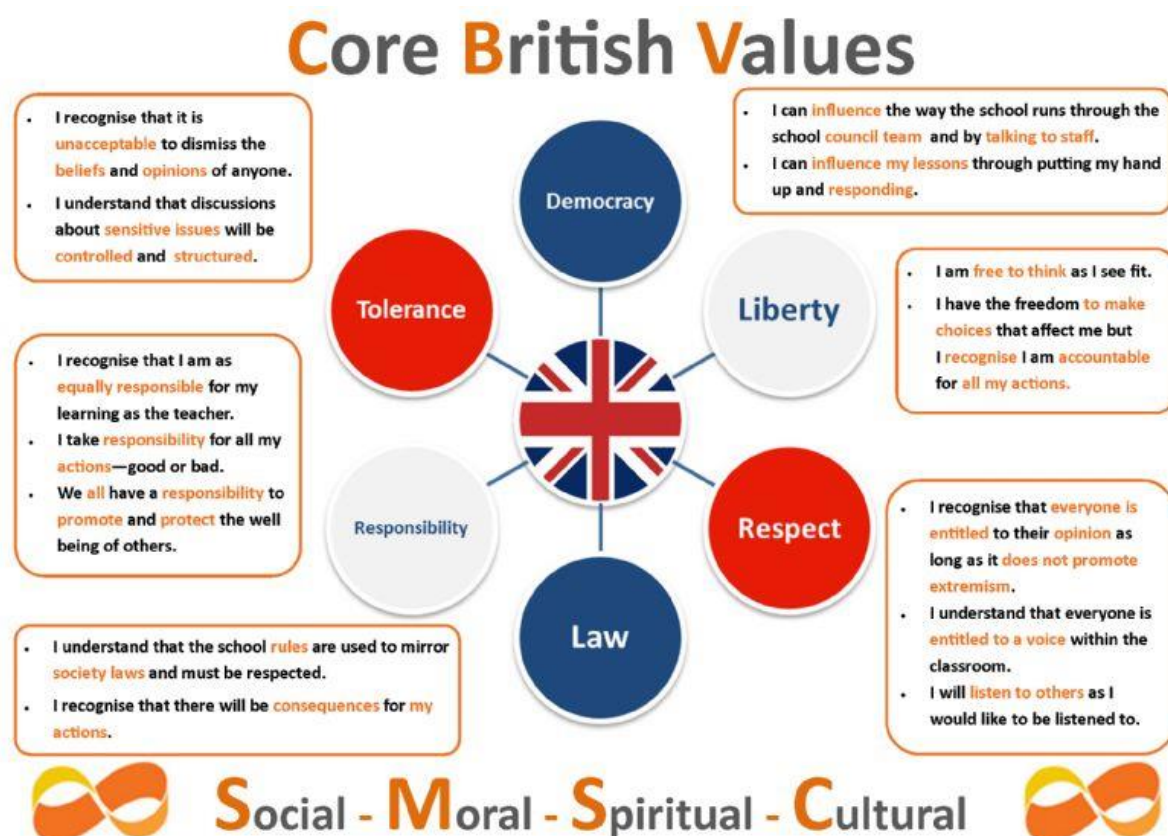
- Appendix 1 – Learning Expectations

Philosophy

We believe that good discipline is necessary to facilitate successful learning, social development and safety. It is essential for maintaining a harmonious atmosphere throughout school.

A positive emphasis is placed upon good behaviour and a consistent approach throughout school and the extended clubs is essential. Therefore, we have introduced the 'Responsible Learner' title (rather than focusing on behaviour), as this encourages responsible actions.

Promoting being a responsible learner embeds the fundamental British Values within children.



Aims

The school aims to promote respect for themselves, others (both children and adults alike) and the environment through:

- The establishment of simple expectations which ensure the safety and well-being of both children and adults.
- Providing a calm, caring and sympathetic environment where both children and adults see their work is valued.
- Valuing positive input, with an emphasis on praise and rewards and raising the self-esteem of both children and adults. Promoting equality of opportunity for all.
- Establishing good parent/school relationships, these are essential for the development of every child.
- We aim to meet the needs of all children in the school with regard to their cultural background, religion, language and family circumstances.

- We aim to ensure that parents and children are clearly aware that there are specific agreed procedures when a child fails to maintain the behavioural standards expected by the school.

Positive Behaviour Procedures

As a school, we believe that the most effective way to promote good behaviour is to reinforce the expectations of a responsible learner based on an accepted and negotiated set of rules for different situations. We have a system in school that rewards responsible learner behaviour and has consequences for those who choose not to be a responsible learner. The expectations are displayed around the school as a constant reminder to the children (see appendix 1 for the expectations).

Every child, from Y1 to Year 6, begin the school year as a “rainbow responsible learner”. Children that consistently follow the rainbow expectations will be considered to progress to a bronze independent learner, where the expectations are a little higher. This continues under the same theme; moving to silver then gold.

Children who show that they are not yet ready to follow the ‘rainbow learner’ expectations will be initially given a warning to correct their behaviour. Should they choose to continue with this behaviour they will lose their privileges for the following 24 hours.

If a child consistently or wilfully chooses to ignore the expectations, parents will be informed. This may result in the child working out of the classroom or in isolation.

If bronze, silver or gold learner children choose to ignore the responsible learner expectations their learner status will be removed, after discussion, and they will be put back to the previous learner expectation. If a child is moved back, parents will be informed and given the opportunity to speak to staff about the issues. Children will always have the opportunity to meet the expectations again and work their way back through the learner expectation stages.

Children who consistently or wilfully choose to ignore the expectations may also be withdrawn from class trips - at the discretion of the Head teacher and Chair of Governors; as a matter of trust and keeping the children safe.

Rewards

Children who show that they are responsible learners and consistently meet ALL learner expectations will move up to the next learner step. The children will be monitored by ALL staff to ensure they meet the ‘Responsible Learner’ Expectations. Being a responsible learner, by meeting the expectations, will result in a celebration acknowledgement and a choice of reward from the Responsible Learner Reward cabinet to celebrate their achievement.

Children who have not YET shown they are ready to be ‘bronze’ responsible learners will be given the opportunity to prove they can meet the expectations and will continue to move through the learner steps at their pace. Moving up will be a joint decision from all staff.

This consistent approach promotes positive behaviour, and rewards children who consistently demonstrate their ability to be a responsible learner. It also encourages children who are struggling to meet the expectations, to do ‘the right thing’ and continue to strive to achieve.

We have put into place extra support for children who find it difficult to meet the learner expectations. They are supported by the Learning Mentor and are encouraged positively by all members of staff who come into contact with them.

Celebration of Learning

At the end of the year, we expect that all children will take part in the Celebration of Learning, unless, there are extreme circumstances, but for which, the parents will have been contacted and will already be aware of any issues.

Positive Behaviour in Breakfast club and Extended School Enrichment Clubs

The positive behaviour policy extends to children attending the above clubs and we continue to use positive behaviour management strategies to promote the welfare, learning and enjoyment of the children. All the children attending the clubs have a right to feel they are in a safe and secure environment where they do not feel threatened in any way.

Behaviour Strategies

The strategies should be seen as consistent fair and proportionate to the behaviour. Consideration must also be given to the child's age and maturity. Any other relevant information about the child and their situation should also be considered.

- The incident will be discussed with the child and no further action will be taken.
- With more serious behaviour, a formal warning will be given to the child and the incident will be discussed with the parent/carer.
- If there has been no improvement, the parent/carer will be contacted, and if the negative behaviour continues, there is a risk that the child will not be allowed to attend the club.
- Should the misbehaviour continue, the child's place will be withdrawn, and they will not be allowed to attend the club. This will be discussed between the Headteacher, the Leader, the parent/carer and the child.
- Conditions may be put in place so that the child may return to the Club.
- In the event that a child commits an action of such seriousness that a second chance is inappropriate, the Club reserves the right to withdraw the child's place immediately. This will be in consultation with the Headteacher. The parent/carer will be contacted immediately and asked to collect the child. Children will not be allowed to leave the premises until a parent/carer arrives to collect them.

Parents/carers have the right to appeal to the Headteacher and the Governors.

Bullying

At Heather Garth, we take ALL forms of bullying seriously.

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

Hate Crimes (this is against the law and is a criminal offence)

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity.

These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.

Therefore, each incident will be dealt with individually, which may mean - a simple verbal warning, moving down a learner expectation step, parental discussion, or in more serious cases it will result in further sanctions and outside agency involvement.

Searching Pupils and Confiscation

The Education Act 2011 and common law, gives school staff the power to search a pupil or their possessions, even if they are under the age of criminal responsibility, if they believe them to be carrying any article which the school suspects has been, or is likely to be, used to commit a criminal offence, cause personal injury or damage to the property of any person, or for anything which is linked to a breach of the school rules.

Before any search is made, the member of staff must be satisfied that the action is reasonable, legitimate and proportionate to what is at stake. They should be satisfied that there are good grounds for targeting an individual or group of pupils and to balance the likelihood that an offence has been committed and danger posed by the item to either the pupil themselves or other members of the Heather Garth Primary.

The member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

School staff can search a pupil for any item if the pupil agrees. The Head teacher and staff authorised by the pupil have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e- cigarettes
- Fireworks
- Pornographic images
- any article, including electronic devices, that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to, the property of, any person (including the pupil).

The Headteacher, and any member of the Senior Management Team can also search for any item involved in a breach of the school rules. All staff understand their rights and the rights of the pupils who are being searched. The person carrying out the search **must** be the same sex as the pupil being searched and there **must** be another member of staff present as a witness to the search.

If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, and advice should be sought from the Headteacher and the Designated Safeguarding Lead who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

Searches will only consist of pupil's outer clothing, pockets, possessions, desks or lockers ('Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.)

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

To ensure Heather Garth continues to reinforce the whole-school approach of building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

For further information please see Searching, Screening and Confiscation guidance, July 22. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required. All teaching and support staff are regularly trained in positive handling.

Wherever possible, assistance will be sought from another member of staff before intervention. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Escalating Situations

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling.

This process will address patterns of incidents and evaluate trends which may be emerging.

Taught in Isolation

This is the step before exclusion. Children who are demonstrating regular negative behaviours and raise concerns for the safety of themselves and others will be taught in isolation from the class for a limited period. This may be all day or for particular sessions. The child will complete the work that would have been completed in class and work will take place to get them back into the classroom and back with their peers as soon as possible. We recognise we have a duty of care for ALL our children and therefore this is done sensitively to ensure quick responses back to full time class. Parents will be notified.

Exclusion

We do not wish to exclude any child from school, *“As too often, this path leads children straight from school exclusion to social exclusion.”*(Adi Bloom). We believe that parents and school need to work together to support the child and their family during this vulnerable time. However, the decision to exclude is usually a sign that the school has exhausted all available strategies to manage a pupil’s education.

This could be if there is no improvement in the child’s behaviour, despite having been supported in class, worked with the learning mentor, isolation periods and received support from outside agencies. Parents will be notified should any concerns arise regarding their child’s behaviour and the potential risk of exclusion.

Behaviour that warrants exclusion includes:

- Persistent disruptive behaviour.
- Physical assault against an adult.
- Physical assault against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Damage.
- Bullying.

It may also be for a one-off incidence of violence against a member of staff, another child or school property. This would have to be severe in nature, typically where medical treatment is needed because of the injury inflicted, or significant financial cost to the school incurred to fix property, e.g. a smashed window.

The exclusion would be fixed-term initially (usually 1-3 days) at the Headteacher’s discretion. Following a reintroduction meeting, a pastoral support plan may be put into place, as well “as a reduced timetable. This may lead to or convert to a permanent exclusion depending on the circumstances.

If there is no improvement and/or other children or staff are being put at risk on a daily basis, this may lead to permanent exclusion.

Please note: Removing children from a school activity or classroom, being taught in isolation for a short period of time, or withdrawing lunchtime/breaktime privileges do not fall within the legal definition of exclusion. It is considered to be consequences to behaviour choices and an overall strategy to manage pupil’s behaviour as an alternative to exclusion.

To meet the Rainbow Responsible Learner Expectations I must:

Have kind hands, kind feet and kind words
Move between rooms and the playground sensibly
Behave appropriately at playtime and lunchtime
Behave appropriately in the dining hall
Wear my uniform correctly, which includes not wearing makeup or jewellery.
Come prepared for PE
Recognise that being on time is important
Bring my planner to school
Do good listening and not interrupt others when they are speaking
Try my best and take pride in my learning
Say please, thank you and excuse me
Greet people with a smile
Carry on working quietly and sensibly when anyone enters the room
Hold the door open for grownups and allow them to pass
Speak to others in a polite and appropriate manner
Look after school and personal property
Follow our class charter to show respect to my peers

To be a Bronze Responsible Learner I must meet all Rainbow Responsible Learner Expectations and I must:

Be polite and respect members of the school and visitors
Recognise that coming to school on time is important
Listen to my peers
Have a 'can do' attitude
Bring my planner every day and use it to enhance my learning
Complete my work on time with lots of effort
Respond to grown-ups appropriately when being spoken to
Take responsibility of all learning environments, including the cloakroom
Follow 'choose it, use it and put it away'

To be a Silver Responsible Learner I must meet all Rainbow and Bronze Learner Expectations and I must:

Model good listening
Support others to try their best and have a 'can do' attitude
Recognise that coming to school on time means that I am ready to learn
Encourage others to complete their work on time with lots of effort.
Set a good example by completing my work with lots of effort including my homework tasks
Encourage others to take responsibility of all learning environments, including the cloakroom
Encourage others to follow 'choose it, use it and put it away'

A Gold Responsible Learner is an outstanding role model who demonstrates an excellent attitude to their work and their behaviour is always exemplary. ■