

Halstead CP School

BEHAVIOUR POLICY



Reviewed and approved by the Strategy Team
Signed :

Caroline Harrison (Chair of Strategy)
Date : November 2015
To be reviewed : November 2016

Mr Hawkins (Headteacher)

Halstead Community Primary School

Behaviour Policy

At Halstead Community Primary School we are proud to be an inclusive school. We provide a high quality, creative and challenging education within a secure, caring and happy environment where every child experiences a sense of enjoyment and is supported to achieve their full potential. We aim to:

- create a happy, caring school with equal opportunities for all;
- develop lively, enquiring minds, enjoying the widest variety of lifelong learning experiences;
- develop a healthy lifestyle, where children are encouraged to make informed choices;
- achieve excellence with pupils having high expectations of themselves and those around them in all aspects of school life;
- continue to develop our already highly skilled staff;
- provide a broad and balanced curriculum, using National Guidelines, where every child's needs are catered for;
- welcome and develop home/school relationships, providing high quality information and good communication to overcome barriers to learning;
- promote positive relationships, appropriate behaviour and good manners at all times;
- develop personal, spiritual and moral values with respect for other races, religions and cultures.

The Halstead Community Primary School ethos promotes the right to an orderly and safe working environment for staff and our pupils. Our Behaviour Policy reflects this by ensuring the following key values:

- Adults have the skills and are equipped to enable and facilitate learning;
- Pupils feel school is a safe place to learn and enjoy the learning process;
- Members of staff carry out their duties within and adhering to the policies, protocols and procedures ratified by the Governing Body.

Whilst appropriate behaviour is expected at all times this policy is in place to guide staff as to the governance procedures expected to maintain such and, where necessary, manage any inappropriate or unacceptable behaviour. This will ensure that:

- pupils are able to learn within a calm and purposeful atmosphere;

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- teachers and support staff carry out their roles in an environment free from disruption;
- school is a safe and secure environment for all members of the community;
- self discipline and self control is promoted and maintained;
- Good behaviour, positive actions and attitudes are recognised and, where appropriate, rewarded;
- Pupils experience positive role models;
- Close links with parents and the school in supporting and celebrating good behaviour are established.

Our primary method of achieving this is to model, promote, encourage and celebrate positive behaviour using a variety of mediums e.g. praise, awards. All staff are directed to communicate with parents/ carers about positive behaviour as well as any behaviour issues that may need to be addressed.

To support this we have clear expectations based on our foundation of good manners. These expectations are:

- Pupils and staff to say please and thank you;
- No raised voices from children or adults;
- Respect to and for each other and for property;
- Pupils stop to allow adults transit through corridors and doors;
- Pupils walk whilst in the school buildings;
- Everyone remains calm;
- Pupils line up in an orderly way at break and lunch times (staff to be there on time to monitor this is happening);
- Pupils to understand where they are allowed to go;
- Pupils to wait at the doorways of classrooms when there are changeover times;
- Discussion of consequences for actions (reinforced in PSHE/ pastoral activities);
- Adults and pupils wait until the end of conversations and do not interrupt;
- Doing as asked the first time;
- Respecting each other's space.

The behaviour rewards and consequences laid out in this policy are consistently maintained throughout the school and they are shared with all pupils on a regular basis. At Halstead Community Primary School we value the pupils' input. Rules for the classroom are up on display. Pupils have discussed and helped to set these rules.

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Clear and high expectations of behaviour are recognised as essential from all pupils and staff. Stimulating and relevant lessons are planned for all pupils and learning objectives are shared with all pupils to enhance the success of teaching and learning. All pupils are taught the skills and routines required to become successful learners. Interpersonal skills will be addressed through daily school life and the PSHE curriculum.

Regular training opportunities are provided to all staff to develop behaviour management strategies. Rewards and consequences are designed to reinforce the school rules. Good behaviour is rewarded and celebrated.

During the management of unacceptable behaviour, pupils are treated with care and respect. Individual Behaviour Plans (IBPs) are drawn up for pupils who persist in displaying unacceptable behaviour. The goals of IBPs are shared with staff and parents/ carers to enable a consistent approach and swift improvement. Unacceptable behaviour is recorded and shared with the Senior Leadership Team. Parents will be involved at an early stage to support the child and the school to improve any inappropriate behaviour.

In the unlikely event our positive praise does not have the desired effect, staff follow steps appropriate to age and understanding. These are:

Foundation Stage	
Low level disruption	Verbal reminder.
Continued disruption/ misbehaviour	Repeated verbal reminder & clear expectation of behaviour expressed.
On-going disruption/ misbehaviour	Pupil directed to time out zone with adult support.
Key Stage 1 & 2	
Low level disruption	Step 1: Verbal warning.
Continued disruption/ misbehaviour	Step 2: Name on board.
Further or additional disruption/ misbehaviour	Step 3: Move down the rainbow one step.
On-going disruption/ misbehaviour	Step 4: Go to Headteacher.

The above positive behaviour management process is usually a successful, swift way of addressing inappropriate behaviour. However, should our positive behaviour management, involvement of parents and active interventions not achieve desired change or misbehaviour is of a serious nature school reserves the right to exclude a pupil. Every effort and resource will be employed to avoid such situations however

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there may be occasions where exclusion cannot be avoided. Examples of such situations are:

- Persistent behaviour at a disruptive level which cannot be managed by intervention, where the pupil is a health and safety risk to others in the school;
- A serious physical assault on a pupil or a member of staff;
- Deliberate vandalism/substantial theft of school equipment.

School may try to agree a programme with parents where, following an incident that would not immediately warrant a formal exclusion, a child is removed for the remainder of the day on which the incident occurs.

If a child needs to be excluded from school, the normal practice would be to set an exclusion of 1, 2 or 3 days. A fixed term exclusion that extends into the 6th day requires additional systems to be put in place to support the child at home. If there is a need to manage an exclusion from the 8th day onwards school follow the Local Authority protocols.

If there were an incident that warranted permanent exclusion, parents/carers would be immediately contacted by Leslie Hawkins to discuss what needs to happen. School will then write formally outlining all the information it holds with statutory information from the Local Authority.

Exclusions at Halstead Community Primary School are rare. Coordinated staff implementation of our Behaviour policy ensures a consistent approach in role modelling expected behaviour, displaying clear boundaries and encouraging positive outcomes.