

ALSAGER HIGHFIELDS PRIMARY SCHOOL



Behaviour Policy

Revised January 2021

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1. Highfields Vision Statement

Aspirations - equipping children with a curiosity for life and learning, encouraging resilience, independence, confidence and pride within an ever-changing world.

Community spirit - we work alongside our wider school family to create a happy, safe and inclusive learning environment where children behave respectfully.

Opportunities - for risk taking – encouraging problem solving; finding solutions. Rich, broad and balanced learning opportunities across the curriculum; a holistic approach to children's education.

Nurture - a caring school where we strive to unlock the full potential of everyone; socially, emotionally and academically.

2. Aims

- To develop a whole school behaviour policy, supported and followed by the whole school community - parents, school staff, children and governors - based on a sense of community and shared values.
- By applying positive policies: to create a caring, supportive atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.
- To encourage good behaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish bad behaviour.

3. Good Behaviour Expectations

3.1. Whole School Golden Rules

Our Golden Rules are taught and understood by everyone at Alsager Highfields Community Primary School. They are central to our whole school ethos.

We are friendly and helpful

We are kind and gentle

We use our manners

We listen

We are honest

We work hard

We look after property

3.2. Behaviour around school

Safe movement is essential inside and outside the school. Walking, not running, is required at all times inside the school building. The children and staff should move around the school safely and quietly, without rushing. They should be polite and have

respect for other people and their surroundings. Good manners should be insisted upon at all times.

Children who set a good example will be praised.

3.3. Behaviour in the classroom

If behaviour is inappropriate, then the child's name moves to the Thinking Cloud and then the Rainclouds on the large display in each classroom.

Children's names can move back up from the Thinking Cloud to the Sun if they make sustained effort to improve behaviour. Names are reset at lunchtime and at the end of the afternoon. The Thinking Cloud can be seen as children having 'thinking time' to make the right choice about changing their behaviour.

3.4. Assemblies

The children should enter and leave the hall calmly and quietly. Staff will also lead by example.

3.5. Playtime and lunchtime behaviour

In order to ensure a high standard of behaviour during playtime the following should be observed.

1. The teachers on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised by their class teacher or another member of staff.
3. The member of staff on duty should keep a close eye on children, physically move around to be near the children, engage with them and manage behaviour to avoid possible problems.
4. The member of staff on duty should try to help children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures. Please see Sanctions (page 6).
6. The end of playtime is signified by a whistle. All children stand still and are silent on hearing this whistle. Staff on duty then issue instructions for entering school.
7. Each class is met by their teacher on the playground before coming back into school.
8. The children should enter and leave the hall/classrooms quietly and without running. Midday staff will lead as role models.
9. Children must stay in the playground and on view to the duty staff.
10. Children are only allowed on the field if permission has been given.
11. All litter must be placed in bins.
12. Outdoor footwear may be used in muddy parts of the playground or on the paths but must be kept in bags on the child's peg. Children are expected to change footwear if they wish to go on the field.

13. During wet playtimes, teachers should stay with their own class. Non-teaching staff will distribute drinks and help to supervise the toilets and cloakrooms. It is the responsibility of the class teacher to provide wet play time activities.

4 REWARDS

4.1. House Points

The aim of the points system is to encourage positive attitudes to work, high standards, good manners and behaviour, initiative, and a sense of responsibility.

Points should be awarded to reward pupils for good work, effort, good behaviour and following our Golden Rules.

Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation.

Midday staff may award house points at lunchtime.

House points are also used to encourage good behaviour and co-operation in group situations.

A coloured pot must be kept in class for the points scored by each house. This will enable rewards to be given at the end of the half term and year. It is up to the discretion of the teachers as to how this is shared.

House points will be collected on a weekly basis by Team Point monitors. Totals to be disclosed during Friday morning assembly and the winning house celebrated. The total for the week will be displayed on the House Points display in the school hall.

The Assistant Headteacher will be responsible for sharing House Points totals.

The winning house each term will be awarded a Privilege Day for the first Friday back following each half term break. On this day they will be able to come in non-uniform.

4.2. Star of the Week

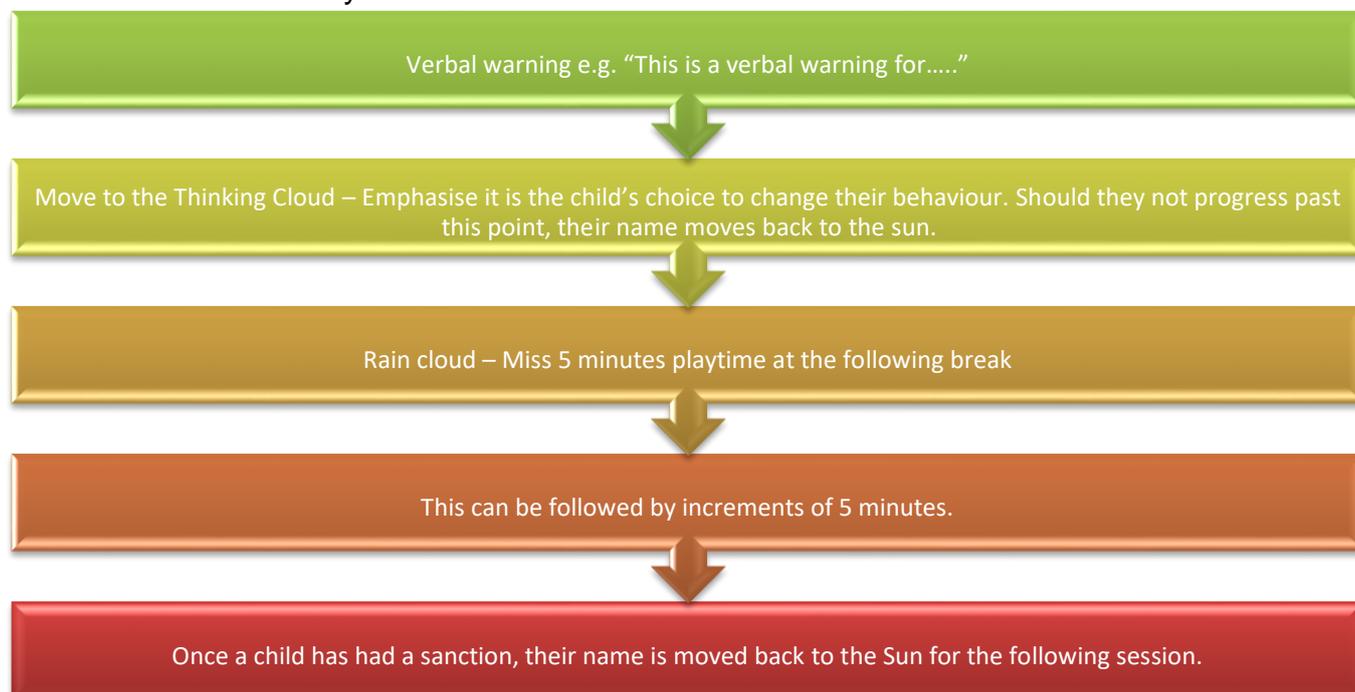
Individual teachers will award children with a certificate each week during a special Celebration Assembly. Certificates should be awarded for following our Golden Rules. They will also be displayed on a weekly basis in each classroom and communicated home.

4.3. Golden Table

Midday assistants will choose a number of children who have shown exemplary manners to be awarded a place at the Golden Table. At the end of each half term, two teachers will sit to have their dinners alongside these children.

5. SANCTIONS

5.1. Sanction system



If there is pattern to poor behaviour the Key Stage Lead is informed and if this continues, then the Headteacher is informed. Any pattern of poor behaviour is recorded in CPOMs. If a child misses playtimes repeatedly then Parents would also be informed.

Any child that loses a portion of their play or lunchtime will spend it in their classroom supervised by their class teacher. They will be expected to complete some form of reflection task

More serious incidents are logged on CPOMS by the class teacher. Parents’ are informed by the class teacher.

We operate a restorative approach following instances of poor behaviour. All staff carry the restorative prompt questions to help with this.

PPA staff and external providers are responsible for recording incidents when in charge of children.

Where a child’s behaviour is causing concern and usual sanctions have been applied without success the SENCO is informed and other agencies may be contacted, e.g. CEAT team, Educational Psychologist.

We have extensive CCTV coverage across the school site and this will be used as and when required.

If the child leaves the classroom, school or premises the following actions will take place: *We adopt to the Cheshire East 'Missing child guidance' 2017*

Responses in Stages

1. The person discovering a child is missing should immediately alert the Headteacher /Assistant Headteacher's and Business Manager stating last known location of the child
2. All exits should be secured. The Business Manager should instruct staff to monitor school's main reception and prevent any person from leaving the building. (Even if an adult leaving the building does not have the missing child with them it is important they remain as they may have information to help locate the child).
3. Class teachers must register all pupils as quickly as possible. If the child has been noticed as missing during a break then consider using a fire drill procedure, to identify if there are any other children missing. Speak to the child's friends / peers to establish if they have any knowledge of the child's whereabouts.
4. Site staff and specified classroom staff should instigate a controlled search, starting at the last known location. This should be carried out systematically and include all buildings and grounds, and should include CCTV footage. Care should be taken to prevent panic.
5. If the child cannot be located after steps 1-4, the child's parents should be contacted to see if the child has returned home. The conversation should be carefully managed. If the Parent / care cannot be reached then emergency contacts should be used to try and make contact with parents.
6. A member of staff should be sent out to trace the child's route home to see if they can be found. Staff should be contactable at all times e.g. with a mobile phone.
7. If the child is not located the identified member of staff should inform the police on 101 or 999 and provide information about what the child is wearing, and a physical description. The decision of how urgently to contact the police will be influenced by their age / emotional maturity/ behavioural concerns / vulnerabilities e.g. CSE concerns etc. **This decision must only be taken by the Headteacher, or in their absence the Assistant Headteacher.**

8. The Headteacher should commence a critical incident log and accurately record all actions / relevant factual information. Ensuring that times and dates are recorded.
9. The Headteacher should inform the Executive Headteacher of AMAT.
10. If the child is not located, or is known to have been abducted, the Headteacher should alert Cheshire East's "Director of Education and 14-19 Skills" and the Schools Chair of Governors and Critical Incident team.
11. No press briefing should take place unless directed by the police and with the input from Cheshire East Communications and Media Relations Office (Phone: 01270 686577), or in the case of an academy the academies Media Relations provider. Social media will need to be monitored, and staff should be reminded not to respond to anything on social media sites.
12. The Headteacher should hold a staff briefing, when possible, to advise of the current situation. Remind staff of information sharing protocols.
13. Under the direction of the Headteacher all staff should work with multiagency partners to ensure parents / carers, and family members are supported whilst the matter is resolved.
14. **Post event:** The Headteacher should arrange an emergency Governing Body meeting to review the school's critical incident paperwork and safeguarding arrangements.

6. POSITIVE HANDLING AND USE OF REASONABLE FORCE

In addition the school follows the non-statutory guidelines for the 'Use of Reasonable Force.'

DFE Guidelines - *Use of Reasonable Force*, July 2013

6.1. What is reasonable force?

- a. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- b. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- c. 'Reasonable in the circumstances' means using no more force than is needed.

- d. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- e. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- f. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

6.2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

6.3. When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil from physically hurting a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others;

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment. (*DFE Guidelines Use of Reasonable Force, July 2013*)

Ultimately, it is the child who chooses and is responsible for their actions. We work to make positive behaviour rewarding so that the resulting optimum environment is achieved for the benefit of all. We aim to celebrate success and continue implementation of a successful programme.

7. Severe Misbehaviour

This would include but not be restricted to:

- * continual refusal to do as requested by a teacher/adult.
- * destroying or defacing property with intent.
- * use of violence, bullying or bad language towards others.
- * theft.
- * leaving school without permission.
- * carrying a weapon.

7.1. In school procedures

In the event of severe misbehaviour the child will be removed immediately from the classroom and work under supervision of the Headteacher, Assistant Headteachers or School Business Manager. This will be recorded on CPOMs. In every case, the school work closely with the parents of the child in order to keep them informed of decisions and, where possible, to agree actions. The school believes that an internal exclusion, whereby a child is separated from their peers and works under close supervision is always preferable to fixed term exclusions. Circumstances would dictate what happens next.

On first occasion - parents informed by letter or invited to talk to teacher and/or Key Stage leaders. Following this, the Headteacher will record events, (behaviour, sanctions, meetings).

On second occasion - parents informed and invited to discussion, with Headteacher, teacher or other as appropriate, as to the next steps. Action taken at this stage will be deemed to come under "Special Educational Needs" and the Code of Practice staged approach would be started. A SEN Support Plan would be designed in consultation with the Special Needs Co-ordinator (SENCO). Information may be collated from the following outside agencies:

1. Health Authority. This is to eliminate the possibility of clinical reasons, (such as impaired hearing or vision, allergies) for the behaviour difficulties.
2. Child and Family Services. This is a service for parents who want support for strategies to help their child at home. This will be supported by school.
3. Education Welfare Officer. He/she will liaise with the school and home about matters concerning the child's welfare.
4. Educational Psychologist / Cornerstones Outreach Support

On third occasion - warning of fixed term exclusion given if the breach occurs again, (one day or two - temporary arrangement).

On fourth occasion – fixed term exclusion as above.

On fifth occasion - fixed term exclusion or possible exclusion from school, (permanent).

Under Exceptional Circumstances, the process can be accelerated at the discretion of the Head teacher. We recognise that the majority of our children are well-behaved and we are proud of that fact.

7.2. Suspensions and Exclusions

The Headteacher has the right to exclude or suspend a pupil permanently or for a fixed period of up to a maximum of fifteen days in one term before being referred to the Governing body. This sanction would not be carried out until the pupil had been given the opportunity to express their view and the Headteacher had all the necessary facts relating to the incident. The only exception to this would be when there was an immediate safety risk.

The Headteacher on excluding a child would immediately inform:

- * the child's parents.
- * the governing body.
- * the LA.

The Governing body have the authority to direct the Headteacher to reinstate a pupil where the suspension is for more than fifteen days or there is a permanent exclusion. The sanction of suspension (temporary period) or exclusion (permanent arrangement) will only be used as a very last resort and after very careful consideration between the Headteacher and Chair of Governors.

The LA does not have the power to direct the Headteacher to reinstate a pupil who has been suspended or excluded. The Governing body has the power to appeal against these directions.

7.3. Parents' Right of Appeal

Parents have the right to appeal against a suspension to the governing body and (if applicable) to the LA. If the pupil is permanently excluded they have a formal right of appeal to an independent Appeal Committee. The LA is responsible for making arrangements for the formal appeal to be heard.

Governing Body Arrangements for considering pupil exclusions

In the event of a pupil exclusion and a subsequent parental appeal against this decision, the Governing body will establish a committee with delegated powers to uphold the decision or reinstate the child.

Incidents of severe misbehaviour, suspension and exclusion will be recorded by the Headteacher to aid the behaviour monitoring process.

Review

The Governing body of the school reviews this policy every year. The governing body 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.

This Behaviour Policy in respect of Alsager Highfields Primary School has been discussed and adopted by the Interim Board

Chair of Board: Mr Peter Cox

Headteacher: Mr Richard Middlebrook

Agreed at the meeting of the Interim Board on: 2nd February 2021

It should be read alongside 'Behaviour Policy 2020 - Appendix'.

To be reviewed in light of operating changes or changes to government guidance.