

# Behaviour Policy



**Approved by:** Gordon Muir (on behalf of the full Governing Body of Howard Park)

**Date:** 05/05/21

**Signed:**

A handwritten signature in blue ink, appearing to read "G. Muir", is written over a white rectangular background.

**Last reviewed on:** 05/05/21

**Next review due by:** May 24

Howard Park Community School

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# Behaviour Policy

## Aims

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This policy aims to:

- › Provide a **consistent approach** to behaviour management
- › **Define** what we consider to be unacceptable behaviour, including bullying
- › Outline **how pupils are expected to behave**
- › Outline our system of **rewards and sanctions**

## Legislation and Statutory Requirements

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This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Definitions

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**Misbehaviour** is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

**Serious Misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Assault, which could include inappropriate sexual behaviours.
- Vandalism
- Theft
- Fighting
- Racist, sexist homophobic or discriminatory behaviour

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Types of Bullying	Definition
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or Indirect Verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-Bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Howard Park Community School takes a strong stance against any forms of bullying and actively promotes positive friendships and relationships between pupils. Details of our anti-bullying strategy can be found in in our anti-bullying policy

## Roles And Responsibilities

### The Governing Board

The Governing Body of Howard Park is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body of Howard Park will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## The Headteacher

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The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor

## Staff

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Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (through CPOMs)

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

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Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Pupil Code of Conduct**

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School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, create an environment for all to learn, to care for equipment and to maintain a hygienic, healthy environment.

- We always follow instructions
- We are always kind and friendly
- We always take care of our School
- We always try our best

- We use good manners

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised to all children.

## Rewards

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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. In many instances, rewarding positive behaviour is the most effective classroom management strategy to ensure good behaviour.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display and Presentation Policy).
- A visit to members of the senior team for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Each Key Stage in school has it's own specific reward systems in place as detailed below.

### EYFS

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In EYFS pupils are given the opportunity to earn a reward through a system where they place their name in a 'chance box'. A child's name is then selected weekly and a prize is awarded. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.

- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the name, the member of staff should reinforce the good behaviour e.g. 'You can have been awarded a chance card for waiting so patiently'.

## KS1 Reward System – Rainbow Chart

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As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the child's name moving up and down a chart. Movement on the chart may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When moving the child's name, the member of staff should reinforce the good behaviour e.g. 'I am moving your name for waiting so patiently'.

All children come in to school and start on the rainbow. They can then move up the chart through any of the positive behaviour listed above. The top of the chart culminates in a gold star which receives a letter sent home to parents.

A class treasure pot is also used to reward the whole class for good behaviour and work effort. This can only be filled up and not taken away from. When the pot is filled the whole class earns a reward.

## KS2 Reward System – 'Stamps'

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As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of stamps. Stamps may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Stamp, the member of staff should reinforce the good behaviour e.g. 'You can have been awarded a stamp for waiting so patiently'.

**Once awarded, a Stamp can never be deducted**

Stamps are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Pints Collected		Reward Card
200		Bronze
400		Silver
600		Gold
800		Diamond
1000		Sapphire
1200		Ruby
1400		Emerald
1600		Yellow Diamond
1800		Red Diamond
2000		Jadite
3000		Howardeite

A 'stamp' can be awarded by any staff member to any child at any time. All staff should carry their 'Stamper' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

In UKS2 the points that pupils collect can be used in the Howard Park shop. Children are encouraged to think about financial management and record their points in the back of their reward book.

## Well-Done Assembly

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A weekly 'Well-Done' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. Parents are personally invited to attend and witness the presentation of certificates. The names of children who are awarded a certificate will be added to the weekly newsletter and posted on the school Facebook page along with their pictures being displayed on class doors.

## Sanctions

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In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If team teach restraint physical intervention of any kind is required, then a note must be made in the serious incident book (located in the office).
- Any other incident deemed 'serious' or resulting in injury should be recorded on CPOMS.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour.

Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

## Sanctions Procedures – KS1

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If unacceptable behaviour occurs:

**All staff use normal strategies:**

e.g. *Polite but firm requests, Consider repositioning, separating etc.*

In KS1 an even greater emphasis is placed on rewarding positive behaviour as a means to reducing examples of negative behaviour. Behaviour charts exist in our KS1 classes. In Y2, children can move both up and down a chart that is clearly displayed at all times for pupils to see. In Y1, children only see their name move up the chart for positive reasons. Where negative behaviours occur, appropriate consequences will be used such as:

- Missing part or whole of breaktimes/lunchtimes.
- Conversation with parents/carers.
- Time for the child to reflect on their actions.

Where negative behaviour persists and is causing regular disruption to the learning environment, please refer to step 4 in the KS2 procedures

## Sanctions Procedures – KS2

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If unacceptable behaviour occurs:

**All staff use normal strategies:**

e.g. *Polite but firm requests, Consider repositioning, separating etc.*

**Step 1: Give a verbal warning and instruction for desired behaviour:**

Staff provide clear instructions e.g. *I am going to give you an instruction, you must follow this instruction. . .*

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 2: No Card (low level behaviour)**

- Take their green card out on the Good to be Green chart.
- Highlight what is not acceptable

**Step 3: Warning Card (repeated low-level behaviour)**

- Turn card to Amber on Good to be Green chart.
- Time sitting alone at playtime to reflect on their behaviour (inside the classroom).

### **Step 3: Red Consequence Card**

**If a child reaches this step the behaviour must be recorded on CPOMS. A behaviour resulting in a child being physically hurt automatically progresses to this stage. AHT, Deputy and the Headteacher should be copied into the CPOMS entry.**

- Turn card to red on Good to be Green chart.
- Lunchtime session working alone with a member of SLT.
- Removal of a rewards / playtime/lunchtime.
- Child completes behaviour reflection chart.
- Red card letter is sent home with the child, to be returned to the Headteacher.
- The red card incident is recorded on CPOMS.

### **Step 4 Child Leaves the classroom (Time out)**

- Child escorted to Deputy or Head.
- Up to a day working alone without causing disturbance.
- Record on CPOMS.
- Parents informed child has been removed from class

#### **For regular inappropriate behaviour:**

- Discussion with AHT & SENCO / Deputy / Head: consider School support of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, e.g inform other agencies.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

### **Step 5 (Head /SLT/SENCO) Pastoral Support Programme (On Report)**

- Teacher identifies pupil strengths and specific targets for behaviour.
- Meeting with member of SLT, class teacher and parents/child to agree the way forward.
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child and parents (x 5).
- Reviewed by a member of SLT on a weekly basis.
- Clear time scale identified for a review of the PSP.
- Involvement of any necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Completed report books to be uploaded to CPOMS.

Additional points to consider:

- Consider Education Health Care Plan (EHCP).
- Consider Team Around The Family (TAF).

*If targets are achieved remove from PSP. If PSP failed, move to **Step 6**.*

### **Step 6 (Headteacher) Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed daily by the Headteacher (potentially more than once throughout the day).
- Parents, Chair of Governors, Behaviour Support (if involved) informed.

*If behaviour improves return to PSP If not move to **Step 7**.*

### **Step 7 (Headteacher) Internal Exclusion** (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Governors, Behaviour Support (if involved) informed by letter.
- LA informed of likelihood of external exclusion.

*If behaviour improves return to class on a Behaviour Contract or PSP. If not move to **Step 8**.*

### **Step 8 (Headteacher) Fixed Short Term Exclusion** (up to 5 days per term)

- Parents, Chair Governors, LA informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to PSP. If not move to Step 9.*

### **Step 9 (Headteacher) Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair of Governors, LA informed.
- Headteacher, SLT and Governor representation (if available) to meet with parents (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

*If behaviour improves remove from PSP. If not move to **Step 10**.*

## **Step 10 (Pupil Discipline Committee) Permanent Exclusion**

- Parents, Chair Of Governors, LA informed.
- Discipline Committee (formed from the Governing Body) meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## **Fixed Term and Permanent Exclusions**

Only the Headteacher (or the Deputy Headteacher acting on behalf of the headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about all fixed-term exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Governing Body has a discipline committee which has three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **Malicious Allegations**

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Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Recording and Reporting**

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It is important records of serious incidents of inappropriate behaviour are recorded using the School online recording keeping system, CPOMS. The following items must be recorded by the member of staff (teaching or support) dealing with each incident.

- When a child moves to a red card.
- Any incident where a child physically hurts another.
- Any incident that could be interpreted as racist or homophobic.

## **Additional Information**

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### Mobile Phones

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Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the class teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

*Reasons:* During school hours contact is possible through the school's land lines. Having a mobile phone presents the potential for theft and cyber bullying. It can also create a situation where some pupils may feel socially isolated because they do not own a mobile phone.

### Personal Property

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The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions

when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

## **Pupil Support**

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The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Links With Other Policies**

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- › This behaviour policy is linked to the following policies:
  - Exclusions policy
  - Safeguarding policy
  - Anti-Bullying policy

## **Review Arrangements**

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The Governing Body reviews this policy every three years. They may, however, review the policy earlier than this if the government, or the LA, introduces new regulations, or receives recommendations on how the policy might be improved.

## Appendix 1 – Written Statement of Behaviour Principles

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- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

***GOLD CARD NOTICE***

Date:

Dear

We are delighted to inform you that today, \_\_\_\_\_, has received a **Gold Card**.  
They have been awarded this for:

We are very proud of the exceptional behaviour and attitude that your child has shown and we are sure they will continue to be such a good role model in our school.

Yours sincerely

Mr Pickles/Mrs Mollett

## COPPER CARD NOTICE

Date:

Dear

We are delighted to inform you that today \_\_\_\_\_, has received three **Copper Cards**. They have been awarded this for:

We are very proud of the hard work and attitude that your child has shown. We very much hope that your child will continue to work hard and represent school in such a positive way.

Yours sincerely

Mr Pickles/Mrs Mollett

## RED CARD NOTICE

Date:

Dear

Unfortunately, I have to inform you that this week \_\_\_\_\_, has received a Red Card. The reason the red card was awarded is

As I am sure you will agree this is not the standard of behaviour that we expect to see in school. We would appreciate you talking to your child about these incidents. If there is a continuation of this type of behaviour, we will ask you to come in and discuss this with your child's class teacher or myself.

Yours sincerely

Mr Pickles/Mrs Mollett

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I have received the letter regarding the red card.

I have spoken to my child regarding this.

Signed \_\_\_\_\_