

Harper Bell Seventh-day Adventist School Primary School

Behaviour Policy



Approved by:
Governing Body

Date: October 2021

Next review due by: October 2022

Chair's signature: Alan Beale

Aims and expectations

All pupils and members of staff must demonstrate our school vision and values in everything that they do.

Vision: For all pupils to fulfil their God-given talents and aspire to achieve a university education.

Values: Love, Learning and Laughter.

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, Christian community, whose values are built on mutual trust and respect for all, according to the teachings of the Seventh-day Adventist Church. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live, work and thrive. It aims to promote an environment where everyone feels happy, safe and respected.

1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others. Pupils are encouraged to take responsibility for their own learning and behaviour and to recognise the consequences of inappropriate behaviour. *'If you stop the teacher from teaching, you stop others from learning.'*

1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 School Rules

Our school rules are taken from the teachings of Christ. The wording of our rules was taken from the Bible. Each of our school rules is broken down into a series of behaviours that we expect all adults and children to demonstrate.

In everything that you do, treat others as you would have them treat you.	
Adults will:	Children will:
<input type="checkbox"/> Treat every pupil as if they were their own son or daughter.	<input type="checkbox"/> Always use their manners <input type="checkbox"/> Smile at each other <input type="checkbox"/> Praise each other <input type="checkbox"/> Use kind words <input type="checkbox"/> Be gentle and caring <input type="checkbox"/> Help others to improve

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Forgive and forget.

Adults will:	Children will:
<input type="checkbox"/> Treat every day as a fresh start <input type="checkbox"/> Clean all strike charts before the start of a new day <input type="checkbox"/> Not bring up the past when addressing a current issue <input type="checkbox"/> Understand that children will make mistakes	<input type="checkbox"/> Apologise if they make a mistake <input type="checkbox"/> Be honest if they make a mistake <input type="checkbox"/> Allow others to share their side of the story <input type="checkbox"/> Shake hands <input type="checkbox"/> Move on from the past <input type="checkbox"/> Not hold a grudge and accept an apology

3 Rewards

Reinforcement is the process in which a behaviour is strengthened by the immediate consequence that consistently follows its occurrence. Our aim is to strengthen certain behaviours and actions and therefore make them occur more frequently. When a type of behaviour is followed by positive reinforcement it increases the likelihood of it happening again.

In short, when our children engage in behaviour that demonstrates our school values, this behaviour earns them recognition and makes them more likely to engage in that same behaviour again in the future.

Examples of positive reinforcement methods used:

3.1 House Points - children are awarded House point tokens which count towards their house's weekly total. The House with the most points by the end of the week earns an extra playtime and points towards the half-termly and annual rewards.

3.2 WOW! Cards - children who go above and beyond are recognised with a WOW! Card. These postcards are sent home in celebration of outstanding acts of Love, Learning and Laughter.

3.3 Golden Time – the house with the most points each week will be rewarded with a 10 minute extra break at the end of the day of Thursday.

3.4 Hot Chocolate Thursday - each week culminates with two pupils from each class being waited upon by Mr Oram and treated to all manner of sugary treats. Hot Chocolate Friday is reserved from those pupils who have had the most outstanding of weeks.

4 Sanctions

Children who fail to follow our three school rules and therefore fail to demonstrate our school values of Love, Learning and Laughter receive a sanction, just as those children who do demonstrate our values are rewarded.

A system of yellow and red cards is used to signify the severity of a child's unacceptable behaviour. The flowchart to the right offers a simple breakdown of the yellow and red card system.

4.1 Yellow Card - When a child initially behaves in a manner befitting of a yellow card, they are reminded of our school rules and given an opportunity to correct their behaviour. Failure to do so results in a yellow card being given to the child. All yellow cards are recorded in the child's journal to inform their parents of the behaviour that earned them the sanction.

Yellow cards are awarded for the following:

1. Not engaged in learning;
2. Preventing others from learning;
3. Failure to follow school routines.

At this point the child will be given another opportunity to correct their behaviour so that it is in line with our school values and rules.

When a child fails to correct their behaviour or is guilty of a second yellow card offence, they will receive a further yellow card. As two yellow cards result in a red card, they will then be sent to Mr Oram who will take action as listed below.

Additionally, the class teacher reserves the right to move a child to an empty table within the classroom to work in isolation. However children will only be removed from their class if they are given a red card. The message to children is clear - *learning is important and we do not want them spending time outside their classroom where they will not be working.*

4.2 Red Card - When a child is given a red card, they are immediately removed from class and brought to Mr Oram, who will then communicate with the child's parents. A detention is set for the following day, with the child missing their dinnertime. The behaviour that earned the child a red card is recorded in the child's journal and on Scholar Pack.

Red cards are awarded for the following:

1. Refusal to follow instructions;
2. Acts of aggression or violence;
3. Stealing;
4. Two yellow cards in a day.

5 The Involvement of Parents

5.1 Parents/carers will be contacted promptly by the school, to notify them of any reported serious incidents of unacceptable behaviour in which their child has been involved. They will also be informed of any concerns regarding their child and be expected to be involved in responding to the child's needs. If a child's behaviour constantly causes problems, parents will be invited to school to discuss the problem first.

4.2 If a child needs a more structured approach to support his/her progress in managing his/her behaviour, this will involve the following:

- Referral to outside agencies

- Pastoral Support Plan/IBP

6. Exclusion

6.1 If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child may be excluded for a fixed term.

6.2 A child will also receive fixed term exclusion if the incident, in the opinion of the Headteacher, is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.

7. Search and Confiscation of inappropriate items

(Guidance from Govt 'Behaviour and Discipline in Schools. A guide for Headteachers and school staff')

7.1 If an item which has been brought into school is causing disruptive behaviour, a teacher may request that the item is handed over and confiscated until the end of the day. The item will be kept in a safe place and returned to the child. No responsibility will be taken for any loss or damage to the items confiscated under the above conditions.

7.2 In very rare circumstances, a child may have brought an item into school which threatens the safety of others e.g. fireworks, unknown medication. If this happens, two members of teaching staff will ask for the item to be handed over. A member of the senior leadership team will be alerted and parents will be informed.

7.3 If an allegation of theft has been made by a child or member of staff and there is reason to believe that a child may be hiding an item in his/her belongings in the cloakroom or in clothes pockets, then the teacher will ask the child to hand over the item. If the child is uncooperative at this point, two members of staff will repeat the request. If the issue is not resolved, parents will be contacted and asked to come into school to support in bringing the matter to a close.

8 Bullying

8.1 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are recorded by senior leaders.

8.2 Children are made aware of the issues of bullying and cyber bullying through:

- Activities during anti-bullying week in November
- PSHE curriculum alongside KIVA
- Computing curriculum

8.3 Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, popularity or numbers—to control or harm others.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

9 The role of staff

9.1 All Harper Bell staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

9.2 It is the responsibility of all staff to ensure that the school values of Love, Learning and Laughter are enforced, and that all children behave in a responsible at all times.

9.3 The class teacher treats each child fairly and enforces the school values consistently. All staff must ensure that school sanctions are applied consistently and treat all children with respect and understanding. The sanctions and rewards systems are clearly displayed in each classroom.

9.4 The class teacher liaises with the Inclusion Leads, who will, if necessary involve outside agencies to support and guide the progress of each child.

9.5 Any incidents of unacceptable behaviour are recorded in the class behaviour log and on Scholar Pack.

9.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

10 The role of the Headteacher

10.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to IEB, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

10.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

10.3 The Inclusion Leads keeps records of all reported moderate/serious incidents of misbehaviour.

10.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Measures towards permanent exclusions are only taken after the GB members have been notified.

11 The role of parents

11.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

11.2 We explain the school rules to parents and children when they join the school. We expect parents to follow the guidance given.

11.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

11.4 If the school has to sanction a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or another senior leader. If these discussions cannot resolve the problem, the GB members can be contacted and then a formal grievance or appeal process can be implemented.

12 The role of the Governing Body

12.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body will further support the Headteacher in carrying out these guidelines.

12.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but GB members may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

13 Children with SEND

Pupils with SEND may require a differentiated approach to behaviour management. Their SEN or disability may make it more difficult for them to comply with school behaviour policies and all staff need to be aware of this in managing their behaviour. Rewards & sanction systems reflect a differentiated approach which is understood by all pupils, staff and parents.

14 Fixed-term and permanent exclusions

13.1 Only 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.

13.2 If the Headteacher excludes a pupil, 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.

13.3 The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term

13.4 The GB itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

13.5 The GB has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the GB.

13.6 When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the local authority, and considers whether the pupil should be reinstated.

13.7 If the GB appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

15 Monitoring

14.1 The Inclusion Leads monitor the effectiveness of this policy on an annual basis. The Headteacher also reports to the GB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

14.2 The school keeps records of incidents of inappropriate behaviour on Scholar Pack.

14.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

14.4 It is the responsibility of the GB to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

16 Review

15.1 The GB reviews this policy annually. They GB members may, however, review the policy earlier than this, if the government introduces new regulations, or if the GB receives recommendations on how the policy might be improved