



# Behaviour Policy

## ***Safeguarding Statement***

*West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the*

*No Platform, Visiting Speaker Policy.*

**Owner – Michelle Hooper ( Headteacher)**  
**Date for review April 2020**

## Behaviour Policy

### Audience

This policy is to be used by all members of staff, pupils and parents of West Heath Primary School. It reflects the school commitment to reinforce fundamental British Values including:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

### Aims

This policy is in place to ensure that

- Children have the right to learn and teachers must be enabled to teach them
- This school believes that all pupils can behave if they wish to do so and that a few pupils, who have specific needs, might need more help
- Whole school rules are followed

**Show respect to everyone**  
**Move calmly in and around our school**  
**Listen to others**  
**Work hard and try our best**  
**Take care of our school**  
**Think about and use our school Value Words**

### Procedure

#### All staff should:

- Have high expectations
- Take a clear leadership role in the classroom
- Target behaviour, not the pupil
- Be fair and consistent
- Analyse their own classroom performance and learn from it
- Listen and work with parents, and outside agencies to support behaviour
- Work in line with Birmingham City Councils' safeguarding procedures expected of persons in position of trust
- Use the happy and sad sides of the board as a visual reminder to children of how well they are doing
- Follow the school behaviour policy and not have their own rewards and sanctions
- Follow the actions on an IBP for children with specific behaviour needs
- Always give and expect to receive respect

#### Parents should:

- Have high expectations of their child's behaviour
- Support the school Behaviour and Passport policies
- Listen to the school's point of view
- Always give and expect to receive respect
- Making an appointment to discuss concerns with;

- 1<sup>st</sup> -The Class Teacher
- 2<sup>nd</sup>- Year group leader
- 3<sup>rd</sup> -The Learning Mentor
- 4<sup>th</sup> - The Deputy/Assistant Head
- 5<sup>th</sup> - The Head Teacher (if appropriate)

#### Children should:

- Have high expectations of their own behaviour
- Know that they will be treated fairly and consistently
- Follow the school rules
- Always give and expect to receive respect

#### REWARDS

Good behaviour is expected

- Name on the happy side of the board
- Excellent work award.

#### SANCTIONS

**Verbal Warning** If behaviour does not improve...

**Name added to the sad side of the board** If behaviour does not improve....

**A cross for each continued act of defiance/disruption (maximum 2)** If behaviour does not improve...

**Strike given in passport** – playtime/lunchtime detention (*this must be recorded on eportal*)  
*Once the strike has been given the child's name should be removed from the sad side of the board.* If behaviour does not improve...

#### Referral to the Learning Mentor

If behaviour does not improve (LM sanctions apply, appendix 1)

#### Referral to the Deputy Head (DHT sanctions apply, appendix 2)

If behaviour does not improve...

#### Referral to the Head Teacher (Head Teacher sanctions apply, appendix 3)

If behaviour does not improve...

**Governor meeting** to uphold a permanent exclusion.

#### Behaviour at Lunchtime /Playtime

- If poor behaviour occurs at play time or dinner time, the members of staff on duty should deal with the incident in the first instance. The value words should be referred to in order to help sort out disputes. Children who are showing aggression to other children, being disrespectful to staff or generally need to calm down should be sent to the Reflection room.

- If poor behaviour continues at play/lunchtimes and children are aggressive towards others, disrespectful to staff or intentionally causing distress or upset to others, then the Learning Mentor will refer the child to the Deputy Head teacher. The Deputy Head reserves the right to issue a lunchtime exclusion for a fixed period of time (initially one week).
- If, following a one week lunchtime exclusion, poor behaviour continues at lunchtimes and children are aggressive towards others, disrespectful to staff or intentionally causing distress or upset to others, then the Deputy Head will reserve the right to issue a lunchtime exclusion for a further fixed period, up to 2 weeks.
- Following a fixed period lunchtime exclusion, if poor behaviour continues at lunchtimes and children are aggressive towards others, disrespectful to staff or intentionally causing distress or upset to others, the Head teacher reserves the right to exclude the child from lunchtimes permanently.

Parents can find information about exclusions by following these links...

<https://www.gov.uk/school-discipline-exclusions> and  
<https://www.ipsea.org.uk/what-you-need-to-know/exclusion-from-school>

### **Behaviour at After School Clubs**

- If poor behaviour occurs during out of school clubs or activities, the child will not be permitted to attend the clubs for the remainder of the term, in the first instance. If inappropriate behaviour continues, in after school clubs, the child will not be permitted to attend clubs at all.
- Children will be refused access to after school clubs if their behaviour, during the school day, is disruptive.

### **Monitoring of Behaviour**

1. Incidents will be written onto ePortal by all members of staff and a message will be written in the child's passport, strikes given must be reported to the Learning Mentor daily.
2. A weekly report will be passed to the Head teacher from the Learning Mentor
3. Where a child's behaviour is causing concern they will be referred to the Learning Mentor, for individual support
4. If, following intervention, a pupil's behaviour continues to cause concern, the parents will be informed and an Individual Behaviour Plan (IBP) will be implemented.
5. Following two unsuccessful reviews of an IBP, external agencies will be informed
6. Supervision meetings will be conducted half termly to discuss individual cases
7. Pupil progress meetings will be conducted half termly and will also be used to discuss individual cases and agree ways forward.

### **Passport to Success**

Behaviour strikes on a child's, 'Passport to Success' can be given by class teachers, specialist teachers, the Learning Mentor or a member of the Leadership Team. If a strike is issued, it should be recorded in the child's planner along with the initials of the member of staff who has issued it. Strikes should be reported daily to the Learning Mentor who will inform the leadership team weekly. A log must also be recorded on ePortal.

All other strikes on a child's passport must be issued in line with the Passport to Success Policy.

### **The Role of the Governing Body**

If the Head teacher permanently excludes a child, the discipline committee of the Governing Body will look at the case for upholding the Head Teacher's decision to permanently exclude.

### **Appendix 1: The role of the Learning Mentor**

#### **To reinforce the consequences the Learning Mentor will**

- Discuss the inappropriate behaviour with the child and seek ways to improve the behaviour.
- Expect the child to resolve conflict with other children, through guided support. Record the incident on eportal.
- Ensure that the child completes their class work either back in class, or in the reflection room.

#### **If behaviour does not improve the Learning Mentor will**

- Contact the pupil's parents (phone call or incident letter)
- Liaise with the teacher, parent to identify strategies for improvement these may include the implementation of a home school communication book, a reward chart or 1:1 sessions
- Write a Behaviour Plan with parents and the class teacher
- Refer the child to the Deputy Head

## **Appendix 2: The Role of the Deputy Head Teacher**

The Deputy /Assistant Head Teacher will

- Give liberal praise
- Give stickers and celebrate the child's success by sending home a praise postcard

**To reinforce the consequences the Deputy Head Teacher will**

- Give a verbal warning and record the child's name on eportal
- Decide if the child's behaviour warrants keeping them in at playtime/lunchtime.

**If behaviour does not improve the Deputy Head Teacher will**

- Contact the pupil's parents (phone call or incident letter)
- Liaise with the teacher, parent to identify strategies for improvement which might include the SENCO or Learning Mentor
- Decide whether to put the child on report. This report card will clearly state the sanctions in place for the child.

**If behaviour does not improve the Deputy Head Teacher will**

- Devise an Individual Behaviour Plan in consultation with parents/carers and the Learning Mentor. This will clearly state the behaviours West Heath Primary School will not tolerate and rewards and sanctions.
- Where appropriate, involve outside agencies

**If behaviour does not improve the Deputy Head Teacher will**

- Exclude the child from school for 1 day. (During exclusion the child is not permitted on school grounds)

**If behaviour still does not improve the Deputy Head Teacher will**

- Exclude the child from school for a fixed period (2days)

**If behaviour still does not improve the Deputy Head Teacher will**

- Exclude the child from school for a fixed period (5days)

**If behaviour still does not improve the Deputy Head Teacher will**

- Refer the child to the Head Teacher

**The Deputy /Assistant Head reserve the right to move to any stage of these sanctions if a child**

- **WILFULLY** inflicts physical harm on another child
- **WILFULLY** destroys property
- **REFUSES** to do as he/she is told
- **Does anything which prevents the class/school from functioning**
- **Uses racist language or homophobic language**

Parents can find information about exclusions by following these links...

<https://www.gov.uk/school-discipline-exclusions> and  
<https://www.ipsea.org.uk/what-you-need-to-know/exclusion-from-school>

### **Appendix 3: The Role of the Head Teacher**

#### **The Head Teacher will**

- Give liberal praise
- Give stickers or praise certificates and celebrate the child's success by sending home a praise postcard

#### **To reinforce the consequences the Head Teacher will**

- Give a verbal warning and record the warning on eportal

#### **If behaviour does not improve the Head Teacher will**

- Place the child on a Head teacher report card stating rewards, sanctions and support

#### **If behaviour does not improve the Head Teacher will**

- Send a letter home or make a phone call asking parents to attend a meeting. At the meeting a behaviour contract will be written.

#### **If behaviour still does not improve the Head Teacher will**

- Exclude the child from school for a fixed period (1- 6 days) liaise with the LEA about alternative provision; this might include a meeting to another school.

#### **If behaviour still does not improve the Head Teacher will**

- Exclude the child from school for a fixed period (6-10 days) liaise with the LEA about alternative provision

#### **If behaviour still does not improve the head teacher will**

- Permanently exclude the child

#### **The Head teacher reserves the right to move to any stage of these sanctions if a child**

- **WILFULLY** inflicts physical harm on another child
- **WILFULLY** destroys property
- **REFUSES** to do as he/she is told
- **Does anything which prevents the class/school from functioning**
- **Uses racist language or homophobic language**

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