

Aims and expectations

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 community, whose values are built on mutual trust and respect for all.

Our school mission statement states ;"Our school is committed to a partnership between school, parents and children. We believe in an entitlement to learning for all, where our children are given every opportunity to reach their full potential".

"We will help children to value themselves, respect others and the environment. Our school has a commitment to the virtues of truth, justice, honesty, trust and a sense of duty".

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules (see last page), but the primary aim of the behaviour policy is not a system to enforce rules - it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone in the key purpose of the school: learning & teaching. We revisit the codes and rules for behaviour with our children regularly over the school year (our Collective Worship, PSHE and SEAL work is planned accordingly).

The school expects every member of the school community to behave in a considerate way towards others and to:

- be polite and well-mannered.
- be tolerant and understanding of others, particularly with a growing awareness of the special needs of individuals.
- Be developing independence and self-control.
- To take "no" for an answer.
- Put the 'Safeguarding of children' as a top priority (including bullying and 'eSafety').

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

Hawthorn Tree school rewards good behaviour, we believe that this will further develop our ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and sanctions

We praise (verbal and written) and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children team points;
- we distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to participate weekly in our 'Good work' assemblies where they are able to show examples of their best work and celebrate achievements.
- we let parents know frequently about their child's good behaviour (our system of being available at the school gate daily, is particularly effective for this interaction).
Occasionally a letter of praise will be sent home.

The school acknowledges all the efforts and achievements of children, both in and out of school. The Class teacher retains information regarding pupil achievement in and out of school, for example, music/ sporting/ artistic achievements. These certificates are formally recognised weekly in 'good work assemblies' in end of year reports (as appropriate to year groups). Our school 'Behaviour points', system works to encourage positive behaviour. All children start the week with 3 Behaviour points which, if they are retained over the week access a reward system (in

KS2 this system operates Mon to Fri), which varies according to the Key Stage but may be additional playtime/ 'choosing' time or a tangible reward in KS1 i.e. a certificate or badge. In Key Stage 2 there is a system of 'Golden Time' (KS2), where the choice is a 20-minute break either on the field or in a supervised classroom. Children who have not retained their points are not allowed the privileges of those children who have.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. On review of this policy (Sept. 2009), all staff were keen to ensure that Parents and Carers fully understood our behaviour Policy and ways of working. We aim to use a range of communication to ensure this over the coming year.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. We may use colleagues across the school in supporting this sanction, and by pre-arrangement the child working in another classroom.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- We collate behaviour patterns on a termly log which itemises the frequency of individual pupils unacceptable behaviour.

The class teacher discusses the school rules and classroom code. (see appendix 'School Rules', to this policy) with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school (our Key Stage and Whole school assemblies reinforce our codes and expectations of behaviour and school rules). If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

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. (see HTS Policy on Bullying'). We proactively work to increase our children's (and communities), understanding of what constitutes 'bullying' and racism.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Education and Inspections Act 2006 and DCFS non statutory Guidance document. Teachers/ Teaching Assistants and Lunchtime Supervisory staff in our school do not use any inappropriate physical actions with our children (i.e. hitting, pushing, slapping), all staff communicate verbally with pupils in a thoughtful considerate manner. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government and Lincolnshire LA guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and throughout the school. The class teachers in our school 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However,

if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Coordinator and progressively with the Deputy and/or Headteacher.

The class teacher liaises with external agencies through the school SENCO, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service. A pupil may be put on the intensive daily monitoring strategy for a number of weeks when working with the LA behaviour support service. If it is considered appropriate an internal monitoring file can be set up.

The class teacher reports to parents about the progress of their child in the 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. Classteachers, Teaching Assistants and Senior Leadership Team work closely with and support our Lunchtime Supervisory Team. The Senior Leadership Team meets daily with the Lunchtime staff and records are kept of each lunchtime.

The role of the Key Stage Coordinator

The key stage coordinator supports the staff in the key stage team by implementing the policy, by setting the standards of behaviour, and by being a 'significant step' in the hierarchy of both rewards and sanctions. The key stage coordinator maintains an overview of behaviour throughout the relevant key stage and across the whole curriculum.

The Role of our Learning Mentor

It may be appropriate that as part of the 'breaking barriers to learning' remit, this post has involvement in a particular pupil case.

The role of the Children

Our children are encouraged to take an increasingly active part in the implementation of this policy through their work in our School Council. They naturally want to talk about examples of good and bad choices and are keen to see the smooth running of the school by using peer pressure and suggesting ways of modifying behaviour.

Disciplinary Stages

For many years an established stepped stage system, has been in place at Hawthorn Tree School;

Stage	Procedure
1.	Minor misdemeanours are dealt with by a verbal warning from the class teacher. Parents may or may not be consulted dependant on the misdemeanour and / or frequency and intensity of the action. Our Behaviour points system operates so that points may be removed from pupils. A variety of sanctions/ conciliations may be applied – a verbal or written apology to the aggrieved party, a classroom privilege removed. Our BIP style Mentor collates on a termly basis all unacceptable behaviours.
2.	Building on the above, in more serious cases more formal withdrawal of privileges follows. This could include segregation at or withdrawal from part or all of playtimes (pupils will be supervised if they are withdrawn from part or all of playtimes, supervision is pre-arranged through the Key Stage system and/ or Deputy or Headteacher). Withdrawal of playtimes is graduated and progressive at this stage and it is towards the end of stage 2 that the whole of playtimes are removed. Exclusion from monitor duties or after-school activities may take place at stage 2. Parents will be informed at this stage. The Key Stage Coordinator will be the lead professional at this stage. The Deputy/ Headteacher will be informed and in some cases involved.
3.	If it has not already occurred, parents will be informed at this stage and various agencies <i>may</i> be involved as appropriate e.g. Educational Welfare, Educational Psychologist, Behavioural Support etc. Movement to Stage 3 involved the school SENCO. Records will be kept at this stage, parents will be informed of the monitoring procedure and be warned of the possibility of exclusion. At and from this stage the Deputy or Headteacher will be involved directly in the proceedings.
4.	At this stage, all incidents will be logged in the file being assembled on the child. If it has not already occurred at stage3, one or more of the external agencies will be

	contacted either at advisory or intervention level.
5.	A written warning of the likelihood of exclusion will be issued to the parents/ guardians unless the behaviour improves. Debarment from the lunchtime period may occur at this level for offences committed or likely to occur during lunchtimes. In such cases times would be issued to parents limiting attendance.
6.	Exclusion. In stages. 1) ½ and 1 day 2) 2 - 3 days <i>leading to</i> 3) 5 days <i>and</i> 4) 10 days to 20 days. 5) Permanent.

The role of the Headteacher

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 governors, 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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified. At Hawthorn Tree School this action has been extremely rare.

The role of Parents & Carers (Review 2009 saw a determination to ensure that Parents and Carers fully understand our Policy and ways of working).

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. All Parents sign up to our 'Home School Agreement'.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.

If the school has to use reasonable sanctions to punish 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 Key Stage Coordinator. The next stage is the involvement of the Deputy and/ or Headteacher and if these discussions cannot resolve the problem the school governors. After this stage a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

Fixed-term and permanent exclusions

Only the headteacher (or the acting 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 any fixed-term exclusions beyond five days in any one term.

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 is made up of between three and five 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 LEA, and consider whether the pupil should be reinstated. The Classteacher will be separate to this procedure particularly if the Classteacher is the Teacher- Governor representative.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour (including the 'Daily Tally of Target Behaviours' recommended by the Behaviour Support Service – Lincs. LA). The class teacher records minor classroom incidents (for which proformas are provided), the Key Stage Coordinator is involved in significant behaviour from stage 2. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents (both positive and negative) that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the school entrance corridor, outside the Head teachers office. The Head teacher or Deputy meets on a daily basis with the Lunchtime Supervisors

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. The BIP style Mentor post collates unacceptable behaviour on a termly basis.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors 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.

*Date – Approved by the
Governing Body
Sept.*

*Reviewed by the school workforce
September 2009*

Our School Rules. Take care of

1. Yourself
2. Others
3. Your things
4. Your environment