

High Spen Primary School



Behaviour Policy

HIGH SPEN PRIMARY SCHOOL

Behaviour and Discipline Policy

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Mission Statement

Happy, healthy children achieving their full potential.

Throughout 2025/26, a significant proportion of our staff training time (CPD) is to be dedicated to enhancing our understanding around the impact on trauma on child development and behaviour. This will lead to a rollout of reviewed approaches, evolving daily practice as we go.

We already know that some of this work will be embedding the language of our Zones of Regulation into daily life of adults and children in school, looking at the use of Emotion Coaching and shared learning through Trauma Informed UK as part of Gateshead's Belong Project.

As such, the following Behaviour Policy remains in place as our adopted policy, however we anticipate the summer of 2026 through to the summer of 2027, being a period of time where we work with Governors and Families to review our values, behaviour and relational policies, so that they better capture our evolving practice.

This is an interesting and important journey, that we wish you all to be part of – so please feed in your thoughts as consultation is opened.

Thanks for now,

Andrew Firth
Head Teacher

Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, LA officers and inspectors.

The policy was drawn up through a process of consultation with teachers, non-teaching staff, pupils and parents.

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Rationale

We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of utmost importance:-

- enables teachers to teach and pupils to learn
- raises self esteem
- provides a harmonious atmosphere
- is accepted and required in the wider society
- communication is very important and all pupils and staff need to know exactly what is expected of them

Aims of the Behaviour and Discipline Policy

- to fulfil all legal requirements
- to provide an orderly, fair, consistent and safe environment for all
- to provide an environment where effective teaching and learning can take place
- to encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences

- to develop a whole school approach to behaviour

Pupils need

- regular attendance
- to access a safe, stimulating environment
- to feel valued
- to be offered an appropriate, well-balanced curriculum with realistic expectations
- to have good role models
- to develop an understanding of right and wrong

Parents need

- to know that their children are safe and are going to be treated fairly
- to be welcomed into school as partners in their children's education
- to be well informed and involved with their child's life in school
- to know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

Teachers need

- to be able to teach without disruption
- to be supported by a clear and consistent implementation of the behaviour policy
- to work in partnership with parents
- to be supported by school staff, governors and other agencies
- to be valued, respected, consulted and informed

Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:-

- 'Steps to Success' six themes of personal development
- RE and PSHRE curriculum
- Celebrating achievement, recognising social progress
- Links with the community

Desired Behaviours/Expectations

All staff and children have a role in reinforcing expectations through the school.

The ethos of the school and the mission statement is promoted by teachers in their classroom practice.

Rules are implicit within the expectations stated in the school booklet. Expectations laid out in the school prospectus, and health and safety messages are reinforced through communication and explicit reminder, for example;

- sweets are not acceptable in school during break times
- uniform should be worn
- children require permission to enter buildings before 9am or during break times
- children should wear appropriate clothing to protect them from sun burn
- jewellery should be left at home, other than plastic retainers
- bags and coats should be left in cloakrooms
- valuables, including toys, should be left at home
- listen carefully to instructions and act straight away

Rewards

House points are distributed in different ways through the school, but crucially are awarded for effort and attitude as well as academic success. All children are rewarded certificates for effort and achievement throughout the year.

Certificates can be awarded for achievement and effort by any adult working or volunteering in school. These are presented in weekly Heroes Assembly.

The final assembly of each half term is the Head Teacher's Assembly where just one child from each class is selected to celebrate prolonged excellence.

Heroes assembly is an important element of the school week. Parents and friends are invited to share in a celebration of team or individual effort or achievement at the end of Friday afternoon. Sporting effort on behalf of the school is recognised. Children share achievements made at clubs outside school. School certificates and special certificates are awarded. Examples of work are shared.

Behaviours to be discouraged

- bullying; physical, verbal and cyber
- violence of any kind (hitting, kicking, shoving, biting, spitting)
- verbal abuse (isolating, name calling, winding up, teasing, threatening behaviour)
- absconding, running out of school
- truancy
- repeated non-compliance with school rules
- destruction of property/equipment
- stealing
- telling lies, blaming others
- persistent disruption of lessons
- refusal/non-compliance

THE CONSEQUENCES

1. Discussion with the teacher – related to age appropriate displays linked to our ‘Good to be Green’
2. Miss playtime
3. Sent to a senior member of staff
4. Miss playtime
5. Sent to the Headteacher
6. Parents are contacted

If it is deemed necessary, the withdrawal of privileges such as attending School Visits, after school clubs/events may also be used as a consequence.

Exclusions

- Exclusions guidance is based upon current GMBC and DFE guidance and current legislation, which sets out responsibility of Headteacher, governing body and the LA
- Exclusion will not be used if there are alternative solutions available (eg reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)
- Only the Headteacher or directly appointed staff have the authority to exclude and will notify parents/carers within one school day by phone and letter
- Detailed records of incidents are kept and exclusions reviewed by governing bodies
- Exclusion will only be used for serious breaches of school policy, e.g.
 - verbal abuse
 - violent or threatening behaviour
 - persistent, defiant, disruptive behaviour
 - racist or homophobic abuse
 - bullying

- As soon as the pupils is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented and the LA will be contacted for further advice.

Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer meet the needs of the pupil.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence

Serious one-off offences may include:-

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon