



South Hiendley Primary School

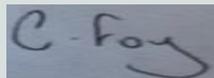
Behaviour Policy

Headteacher: Mr S Walker

Last reviewed on: September 2020

Next review due by: September 2021

Signed (CoG):



22nd October 2020



The success of the school policy for behaviour and discipline depends on a shared commitment between the school, pupils, parents and carers.

Good behaviour is a pre-requisite for effective learning and pupils need to understand the difference between right and wrong.

Aims:

To help pupils develop self-confidence, self-discipline and positive attitudes towards their learning and behaviour.

Governor Responsibilities:

- To review the behaviour policy annually
- Be a positive role model
- Support the school in its efforts to promote good behaviour
- Be aware of the school rules and expectations.

Staff Responsibilities:

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Provide work carefully matched to the ability of the pupils.
- Offer equal opportunities and treat all pupils fairly and with respect.
- Monitor and deal consistently with behaviour problems at all times, including playtimes and lunchtimes.
- Be a positive role model and counter negative attitudes and stereotyping.
- Make pupils aware of how they are expected to behave.
- Never ignore inappropriate behaviour unless it is an agreed strategy for an individual pupil with special educational needs.
- Challenge prejudicial attitudes.
- Provide opportunities for pupils to have responsibility and show initiative.

Pupils' Responsibilities:

- Behave well in the classroom and around the school.
- Behave well at playtimes and lunchtimes.
- Work hard and allow other pupils to work.
- Co-operate with other pupils and adults.
- Follow instructions and do as they are asked.
- Own up to their actions and think about how their behaviour affects others.
- Be kind and considerate and listen to others.
- Show respect for people and property.
- Understand the consequences of their actions.

Parents'/Carers' Responsibilities:

- Support the school in its efforts to promote good behaviour
- Foster positive attitudes towards school.
- Take an interest in what their children do in school.
- Encourage independence and self-discipline.
- Be aware of school rules and expectations.
- Teach their children how to behave in a variety of situations.
- Be good role models for their children.

School Rights.

Our School Behaviour system underpins our school motto, "Everyone Equal, Everyone Happy".

In order to ensure consistency across the school we follow three rules:

- Be Ready to learn
- Be Respectful to your self, each other and your community
- Be Safe

Each September, each class writes and signs a Class Charter. These are displayed together on a central display board, as well as in each classroom.

In order to ensure consistency between classes, our Behaviour expectations have been formalised, as in the diagram on the next page.

Rewards and sanctions overview Behaviour (including lunchtimes)

Step – what happens	Who leads on this	How is this communicated to parents	How is this evaluated?
Redirection – Potential General Inappropriate Behaviour Gentle encouragement, a nudge in the right direction, small act of kindness.	Supervising staff	NA	Once child behaves appropriately, face is put on recognition board
Stage 1: Reminder – General Inappropriate Behaviour (eg, distracting others, not getting on with their work, rough play at break time or lunchtime) A reminder of Ready, Respectful, Safe delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind learner of past times when they have made right choice. Staff take the initiative to keep things at this stage in the classroom.	Supervising staff	NA	Once child behaves appropriately, face is put on recognition board
Stage 2: Caution Continued General Inappropriate Behaviour (eg, distracting others, not	Supervising staff	NA	Once child behaves appropriately, face is put on recognition board

<p>getting on with their work, rough play at break time or lunchtime) A clear verbal caution delivered privately wherever possible, making learner aware of their behaviour and clearly outlining consequences if they continue. A Quick Restore conversation will be needed later, even if the child only reaches this step.</p>			<p>A quick restore conversation will be needed later</p>
<p>Stage 3: Time out Persistent Inappropriate General Behaviour (eg, continuing to distract others, refusing to follow instructions, refusing to get on with their work, repeated rough play at break time or lunchtime) Give the learner a change to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. After this, a Quick Restore conversation will be held. EYFS / KS1 – on a ‘thinking spot’ within the classroom. KS2 – at a desk within the classroom or at a table in the corridor (pupils must be in full sight of an adult and supervised at all times). Playground / Field – stood to the side of the area.</p>	<p>Supervising staff</p>	<p>NA</p>	<p>Once child behaves appropriately, face is put on recognition board A quick restore conversation will be needed later</p>
<p>Stage 4: Internal referral Persistent Inappropriate General Behaviour (eg, continuing to distract others, refusing to follow instructions, refusing to get on with their work, repeated rough play at break time or lunchtime) All internal referrals must be recorded by class teacher or Learning Mentor on CPOMS, and parents informed.</p>	<p>Supervising staff + learning mentor</p>	<p>Parents informed (phone call)</p>	<p>CPOMS</p>
<p>Stage 5: Formal meeting Unacceptable Behaviour (eg, refusing to complete work or comply with instructions, verbal or physical aggression, single incident of swearing and / or racist or homophobic name calling)</p>	<p>Supervising staff + learning mentor plus member of SLT</p>	<p>Formal meeting with parents held in school that day with SLT and/or learning mentor + member of</p>	<p>CPOMS</p>

		supervising staff	
Stage 6: Referral Extreme Unacceptable Behaviour (eg, repeated incident of swearing and / or racist or homophobic name calling, non-compliance with instructions, physical assault, leaving the school premises, bringing a weapon into school)	Supervising staff, SLT, plus the Learning Mentor will be involved. Headteacher to become involved when exclusion or potential exclusion situation occurs.	Formal meeting with parents held in school that day with SLT and/or learning mentor + member of supervising staff	Consequences: internal exclusion, potential exclusion from school. All referrals must be recorded and documented on CPOMS and other relevant documents and relevant agencies informed.

Incidents that may result in internal or external exclusion from education

Sustained bullying / victimisation.
Violent or dangerous conduct affecting staff, members of the public or other learners.
Sustained disruption to learning or wilful damage to property and repeated refusal to follow instructions.
Drug / alcohol incidents.

Acknowledging and celebrating positive behaviour choices

Being a kind, respectful member of the community is an expectation for all members of the community. Everyone should make a positive choice because it is the right thing to do, not to earn a sticker.

We therefore use recognition strategies to identify and celebrate positive role models and those choices that children make that make a difference to themselves and others.

- Weekly achievement assembly + certificates
- House points
- Recognition board – Fill a jar with clouds/marbles, to work towards a class goal. Every face must be on the board by the end of the day to receive a cloud/marble. Pupils are placed on the board for being ready, respectful and safe. Specific targets are given to each class and decided by the class teacher. Each class decides on the amount of clouds/marbles they need to save and what the outcome will be.

The Curriculum

Our holistic vision document shows how we embed learning about different groups and themes in society across the year. We look at role models throughout history and society. We explore themes of tolerance and diversity, exposing children to positive attitudes and understanding where conflicts come from. Please see our Vision document for detailed planning for how this is delivered.

The curriculum we provide at South Hiendley Primary School allows time for personal and social education, where issues linked to behaviour are discussed and explored. We teach children to respect other people's differences, including their feelings, values and beliefs. We want pupils to behave well without a fear of sanctions or craving for reward.

Strategies for Managing Classroom Behaviour.

In Nursery and Reception we encourage positive behaviour by:

- Using praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards
- If appropriate, we refocus the child's attention on another activity and then praise immediately
- We focus on activities and routines that encourage sharing, negotiation and co-operation
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting
- We help the children to understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children
- Our weekly achievements are celebrated in class and during the Achievement Assembly every Friday
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' from the immediate situation giving the child time to reflect

In Key Stages 1 and 2 we encourage positive behaviour by:

- Using our class Recognition Board
- Celebrating achievements, including good behaviour in our weekly Achievement Assembly

Behaviour incidents are logged on CPOMS to allow leadership team and Learning Mentor to track and monitor incidents. If deemed appropriate, an individual behaviour plan may be put in place to support a child with ongoing behaviour management. The school operates a positive handling policy. Where necessary, these procedures will be followed. The child will be isolated and will have tasks that they will be expected to complete and their parent/ carer will be contacted.

Parents will be included in the management of their child's behaviour if there are persistent problems. Parents who are concerned about any incidents involving their children should discuss them with the class teacher or learning mentor at a mutually convenient time.

Behavioural and friendship issues outside of school are the responsibility of parents as they are difficult for school to resolve. However, if outside issues impact on the children in school, the Learning Mentor may become involved in trying to resolve the situation.

Fixed-term exclusion from school

Exclusion from school, either internally or externally, is a last resort. Please see the exclusion policy for details. Please be aware that exclusion may be used in the following circumstances:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

Team Teach

The school has members of staff who have received Team Teach 6hr Foundation Training. This is renewed as and when needed. Team Teach is a recognised programme which is designed to de-escalate conflicting situations. It provides the correct balance in reducing risk, restraint and restriction within a clear and ethical framework. Staff who are trained can reassure children who are anxious and offer boundaries and choices to support them and help them feel safe. Physical intervention is used by staff only as a last resort if a pupil is posing a danger to him/herself or others. Please see our positive handling policy for more information.

Bullying

All incidents of bullying are taken seriously by the school and will be dealt with immediately. A “no-blame” approach is taken until facts are established through discussions with all concerned. Parents will be involved and a formal record of the incident will be logged on CPOMS. This will be followed up and monitored until the problem is resolved. The school has an Anti- Bullying Policy, available on our website.

Complaints and allegations

- If a complaint is made against a member of staff, then the Multi academy trust complaints procedure will be followed. This is available on the school website.

Transition:

- In the summer term, all children spend an afternoon with their new teacher to build positive relationships with the new member of staff.
- In September, parents are invited to a ‘Welcome Meeting’ with the new teachers to allow time for routines and expectations to be explained and to give parents / carers the opportunity to speak to the teacher about any areas of concern regarding the transition.
- Year 6 children visit their new High Schools for at least 1 day, in line with the High Schools’ transition arrangements.
- High school representatives visit school and meet with the Year 6 teacher and Learning Mentor so they can meet the children and discuss the children moving up. The SENCo is also involved in the transition of SEND pupils. Additional visits are organised for particular children, in order to support a smooth transition.
- *Please note that due to the COVID Crisis, some elements of this have needed to be amended.*

Role of the Learning Mentor:

- Any children we consider to be vulnerable, regularly work with the Learning Mentor in order to support their behaviour and / or emotional well-being.
- Our Learning Mentor is trained in a variety of support programmes for behaviour management and barriers that children may face during their school life.
- She works closely with families in signposting them towards outside agencies that may help the child/family.
- She supports children/families when working with outside agencies.

Trauma informed practice

We understand the impact the trauma in childhood can have upon pupil behaviour. Our staff receive training on understanding trauma informed practice, and use this understanding when working with children.

Headteacher: Mr S Walker

Chairs of Governors: Mrs C Foy

See also:

Anti bullying policy

Exclusions policy

Positive handling policy

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/school-exclusion>