



South Hiendley Primary School

Behaviour Policy

Headteacher: Mrs S. Henshall

Last reviewed on: September 2021

Next review due by: September 2022



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 values – Polite, Proud, Positive and Persistent.

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

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

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

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 linked to our key values (4Ps)
- Dojo points
- Traffic Light System (see below)

Green	I am following The Rights
Verbal	Teacher will tell me when I do something that is not following the school rights.
Amber	My teacher will move me to amber if I continue to make the wrong choice
Red	I have continued to make the wrong choices. I need to go and work in another class.

The Curriculum

Our curriculum documents show 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.

The curriculum we provide at South Hiendley Primary School also 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 traffic light system
- Giving Dojo Points
- Celebrating achievements, including good behaviour in our weekly Achievement Assembly

Behaviour incidents are logged on CPOMS to allow the 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 who requires ongoing behaviour management. The school operates a positive handling policy. Where necessary, these procedures will be followed.

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.

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.

Sexual Violence and sexual Harassment

Following safeguarding training and new documentation by the DfE the school has a duty of care to safeguard all children against sexual violence and harassment. Any incidents will be dealt with immediately, following the Safeguarding Policy. All incidents will be recorded on CPOMS.

Trauma

The school recognises and has attended training to help in identifying any children that maybe having difficulties due to a traumatic event. The school understands that not all children can clearly share how they are feeling or even why they may be feeling the way. Research shows that children can display their anxieties in many ways. For example, children may become withdrawn, anxious, or even defiant. As a consequence, staff are aware that on these occasions a more bespoke behaviour system may be needed in order to make sure the child is still fully inclusive within the school curriculum.

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.
- When a child moves into a new Key Stage, 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 discuss 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 SENDCo 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: Mrs S. Henshall

Chairs of Governors: Mrs C Foy

See also:

Anti bullying policy

Exclusions policy Positive handling policy

Safeguarding Policy

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#)

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

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