

HUNTS CROSS PRIMARY SCHOOL

Behaviour Policy

Committee:
Date of Adoption: 2022
Date of Next Review: 2024

Hunts Cross Primary School

Behaviour Policy 2022-2024

Our Core Values are at the hearts of our Behaviour Policy

Honesty, Respect, Self-determination, Passion, Team work, Equality and Excellence

The Aims of this Policy are to:

1. Provide a consistent approach to behaviour management
2. Outline how pupils are expected to behave
3. Define what we consider to be unacceptable behaviour, including bullying
4. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
5. Outline our system of rewards and consequences

Day to Day this will:

- Enable pupils to learn
- Raise levels of attainment
- Increase self-esteem
- Reduce bullying
- Allow teachers to teach

School Rules

The Headteacher and all adults strive to reinforce these through their own example and in the way in which the school is managed and run.

The main core of rules are as follows:

- We are friendly, polite, helpful and show respect to everyone in school
- We are honest
- We try hard and always work to the best of our ability
- We listen to all members of staff and try to cooperate

- We take care of school property and our own and others' belongings
- We move around the school in a safe, sensible way

Based on this, each class devises its own rules and guidelines alongside their class teacher which feeds into the reward system. These expectations, obligations and responsibilities are embedded in the Home/School Agreement.

Positive Behaviour:

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school teaches the PSHE (Jigsaw) curriculum alongside mental health and well-being, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. assemblies will also promote and celebrate these skills. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate good behaviour. The time spent delivering well-being reinforces opportunities to practice skills needed to develop positive relationships. Through the PSHE curriculum the fundamental rights of all those in school are also reinforced.

At Hunts Cross Primary School all staff will:

- Provide a safe, happy and supportive environment
- Promote a whole school approach to behaviour with an emphasis on prevention and proactive early intervention
- Develop a supportive educational environment for all students
- Be positive
- Be calm
- Focus on well behaved pupils
- Focus on what the pupils should be doing
- Be non-confrontational
- Be consistent
- Understand - you make a difference and your actions will determine whether pupils behave or misbehave

Behaviour Management Techniques used at Hunts Cross Primary School:

- Tactically ignoring the behaviour by reinforcing positive behaviours
- Non-verbal privately understood signals eg hand up
- Casual comment eg "great spellings"
- Positive Modelling
- Rule reminder
- "When...Then...." "Now, next" statements
- Redirection
- "What should you be doing?" "Why are you here?"
- Partial agreement - "Maybe, but..."

The Negative Effects of Low Self Esteem:

- i. Pupils with low self-esteem are likely to underperform and display inappropriate behaviour.
Give up on work
- ii. Avoid work
- iii. Reluctant to attempt new tasks
- iv. Constant attention from teacher/adult
- v. Greater risk of bullying others
- vi. Greater risk of being a victim of bullying

Evidence suggests that many children who behave badly in school are those whose self-esteem is threatened by failure. They see academic work as unwinnable. They soon realise the way to avoid learning is not to enter the competition.

What is misbehaviour at Hunts Cross Primary School:

Includes not following the school rules as set out above including:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude and showing disrespect
- Non-completion of classwork or homework
- Incorrect uniform

Serious misbehaviour is considered to be:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting and physical aggression
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. *These include knives or weapons; stolen items; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)*

At Hunts Cross Primary School we take Bullying very seriously. The definition of bullying is as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.

Difficult to defend against

Bullying can include:

Emotional: Being unfriendly, excluding, tormenting

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence, Racial taunts, graffiti, gestures

Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal: Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Positive Rewards:

We praise and reward children for good behaviour in a variety of ways:

- Teachers, LSPs and staff congratulate children;
- Teachers can move children up a zone board reaching gold and receiving a reward.
- Children share their good work with other adults and members of and Headteacher
- Each week teachers nominate a child from each class to be 'Pupil of the week', 'Writer of the Week' and 'Worker of the Week' receiving a certificate in the school assembly which is also celebrated via class dojo and school Twitter.
- Gold stars are used to promote good attendance and behaviour. When a class achieves 100 gold stars they are rewarded with a treat.

The school acknowledges all the efforts and achievements of children, both in and out of school. We will celebrate successes in assemblies and through our school website and Twitter School Page.

Behaviour management

All staff have a responsibility to:

- Implement the behaviour policy consistently
- Model positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

THESE ARE THE STEPS THAT EVERY MEMBER OF STAFF WILL TAKE IF A CHILD DOES NOT BEHAVE:

We use a 'zone board' in all classes to promote excellent behaviour. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder, then move down the zone board. Children have a maximum of two reminders.
- Sending the pupil out of the class for 5 minutes refocus time. (third reminder)
- Loss of playtime to complete work supervised by class teacher.

- Referring the pupil to a senior member of staff for 10 minutes refocus time (fourth reminder) followed by 15 minutes reflection time at break or lunchtime with SLT.
- Referring the pupil to the Headteacher (fifth reminder) for 20 minutes refocus time followed by a loss of playtime/lunchtime/after school club activity supervised by the DHT/HT.
- Letters or phone calls home to parents.
- Agreeing a behaviour contract and use of a daily/weekly behaviour chart.
- Every teacher/ teaching assistant records behaviour concerns electronically using CPOMS. Incidents are reviewed by SLT to monitor behaviour of pupils who persistently show inappropriate behaviour.

Any work missed through inappropriate behaviour will be completed at home.

Consequences:

Parents/Carers will be called and involved if behaviours fail to show improvement:

- Behaviour Chart issued and monitored by Deputy Headteacher
- Internal exclusion
- Fixed term/permanent Suspension – this can only be authorised by the headteacher.

Roles and responsibilities

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording all behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Physical Intervention: (Restraint)

- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Physical contact used will only ever be the minimum required
- Physical intervention is used in ways that maintain the safety and dignity of all concerned
- Incidents are recorded and reported to the headteacher
- Parents are informed of each incident
- Only trained members of staff (SLT) are permitted to use Physical Intervention.
- Staff will only restrain a child if they are putting themselves or others in danger. Please

refer to the DFE Use of Reasonable Force Guidance July 2013

Power to search:

All school staff have the power to search for prohibited items **with consent** if there is reasonable evidence that the child is carrying a prohibited item. These items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. A search **without consent** will only be carried out by the headteacher and staff authorised by them have a statutory power to search pupils or their possessions. In our school that is the members of the senior leadership team, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Any search by a member of school staff must be recorded on CPOMS and parents informed.

Confiscation of items:

School Staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed

directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

Searching and screening pupils is in line with the DFE's guidance

Pupil Conduct Outside the School Gates:

In line with DFE guidelines, we have set out below our response to behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the consequences that will be imposed (refer to page 6)

Examples of such 'off-site' activities include when a Hunts Cross pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing their school uniform or in some other way identifiable as a pupil at the school.

In addition to this, the same procedures apply when incidents outside of school:

- Could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases, school can only discipline pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member.

Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour.

Record Keeping:

All staff must record behavioural incidents using the online CPOMs System.

Meetings will take place with teachers, Senior Leadership team, SENDCO and Headteacher if there is concern over a child's behaviour. It may be necessary to liaise with external agencies to support the child.

The class teacher reports to parents about the behavioural attitudes alongside academic progress of each child in their 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, this contact must be recorded on CPOMs and shared with the Phase Leader.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's guidance.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The SLT will ensure that individual behaviour support plans are in place. We develop personalised behaviour strategies that support the individual. This may come in the form of personalised behaviour charts or we may reinforce positive behaviour through personalised reward systems.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Links with other policies.

This behaviour policy is linked to the following policies:

Safeguarding policy

Links with other policies.

This behaviour policy is linked to the following policies:

Safeguarding policy

Anti-bullying policy

Equality policy.

Written statement of behaviour principles.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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This written statement of behaviour principles is reviewed and approved by the full governing body annually.

