



HULLAND CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

Definition

This policy sets out the expectations of behaviour at Hulland Church of England Primary School and is based on the Christian values that the school upholds. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise and encourages all concerned to actively make amends, restore relationships and forgive.

Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem through success, self-discipline and having a positive mindset
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

All staff are responsible for dealing with incidents in and around school. If in doubt they can refer to the head teacher.

If poor behaviour occurs beyond the classroom, class teachers will be informed in the following ways:

- At playtime, the duty teacher deals with the behaviour but informs the class teacher. Class sanction applied.
- At dinner time, midday supervisors initially deal with the behaviour and inform the class teacher.
- If the behaviour is considered to be a health and safety risk, the head teacher should be sent for and the incident will be logged.



The head teacher can impose a sanction of banning a child from the playground for a specific duration on Health and safety grounds. At morning playtimes, such pupils will be sent to the school office.

Children reported to the head teacher for a third time in any one half term for poor lunchtime behaviour will have a letter sent to parents informing them that if that behaviour persists e.g. another incident that half term, then the child will be issued with a fixed term lunchtime exclusion. On such occasions the pupil will be the specific responsibility of his / her parents from 12:00 – 1:00pm. Any such pupil who is entitled to a free school meal will eat this before leaving the premises with their parents.

Role of the Headteacher

It is the responsibility of the head teacher to ensure that the school behaviour policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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 implement sanctions to punish a child it is essential that 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 situation requires further discussion the parent should be advised to contact the head teacher. If the concern still remains and is not resolved the parents should contact the school governors formally in writing. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

On **no** account should parents confront another child. The issue should always be directed to a member of staff.

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 head teacher in carrying out these guidelines.



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

The Governors should follow the normal grievance procedure in cases of complaint.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback.

Hulland Church of England Primary School has a set of classroom rules that make expectations explicit which were agreed in consultation with the children. These are displayed clearly in every classroom:

- We treat toys and equipment with respect.
- We are honest and we always tell the truth.
- We treat each other the way we want to be treated.
- We try our best in everything we do.
- We listen carefully and follow instructions.
- We take turns fairly.

The basic principle which all in school are expected to observe is that we avoid saying or doing anything that might offend, upset or injure other people. No child should prevent the teacher from teaching or another learner from learning.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. 'Situations' should be handled sensitively and dealt with in a way appropriate to the situation.

Health & Safety



All pupils will be made aware of the link between good behaviour and health and safety issues. Staff will look for opportunities to affirm co-operation and safe, considerate behaviour at all times. When pupils undertake educational visits beyond the school site, the school's health and safety policy will be adhered to. Children will be required to display the same standards of behaviour as those expected in school. Children will behave in a considerate, responsible manner, showing respect for others and the environment. A child whose behaviour does not conform to expectation and who it is deemed may be a health and safety risk to others may not undertake visits beyond the school site.

Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- give clear choice and consequence options
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be *consistently* applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

If school rules are broken we need to know:

- What preceded the incident (antecedent)
- What happened, when it happened, who was involved (incident)
- What was the consequence (this will include how amends were made and relationships restored)

For some children, including some SEND children, additional more explicit support may be given. In these cases an individual folder may be kept to record incidents that are talked through with an adult to support understanding.

Positive Behaviour

Pupils are encouraged to make a fresh start each day. Positive behaviour that conforms to expectations is rewarded.

Rewards include:

- verbal praise
- the child's name on the 'Happy' face
- stamps and stickers
- raffle tickets – raffle drawn each Friday
- praise notes home
- golden time



- Wow Wednesday Bear (Class 1)
- Star of the week certificate and trophy – awarded in weekly ‘Golden Worship.’
- Class treat e.g. extra playtime or a reward at the end of term.

The sanctions are:

If children chose not to follow the rules there is an agreed procedure for action. Initially this is;

- A quiet, verbal warning with a reminder about the rule broken, no sanction
- Further breaking of the rules – name on board under the ‘sad’ face. In Class 1 there is a second verbal reminder.
- Further breaking of the rules – X, 5 minute timeout at break time.
- Further breaking of the rules – XX, 10 minutes timeout at break time.
- Further breaking of the rules – XXX, 15 minutes timeout at break time.
- Further breaking of the rules – XXXX, pupil sent to another class for the remainder of the session
- Further breaking of the rules – XXXXX pupil sent to the head teacher. A reflection slip will be completed.
- For any subsequent breaking of the rules, the pupil will be sent to the head teacher and parents contacted. Parents will be notified by letter and asked to acknowledge this by return. The head teacher will log this in an incident book. If three incidents occur in a half term parents will be invited to a meeting with the head teacher.

For persistent disruptive / inappropriate behaviour the head teacher and class teacher will decide whether to place the child on the special needs register for behavioural difficulties. At this stage an Individual Behaviour Plan will be written. Parents will be invited to a meeting to discuss concerns and involved in the writing of targets. This will be reviewed at a termly meeting. After a term, if little improvement is seen the school may make a formal referral to the behaviour support service asking for further support.

Exclusion

In exceptional circumstances after following local authority guidance and procedures, the head teacher may exclude a child from school for a fixed period of time or permanently. The parents of the child will be informed of their right to appeal to the Governing Body and the appropriate forms completed for the local authority.

Child Protection and Inclusion

The school recognises that children who are distressed through experiences beyond the classroom will be less able to achieve their potential without further support. While it is clear that children need consistent boundaries, the staff will take into account their distress in managing their behaviour.

Appendices:

This policy should be cross referenced to the following policies / documents;

- Learning & Teaching Policy
- SEND Policy



- Home/School Agreement
- Marking Policy
- Health & Safety Policy
- DCC Exclusion Processes & Procedures – summary guidance for Head Teachers
- Table of behaviours – Possible Responses & sanctions (Stages 1-5)
- Children Behaviour expectations



Child Behaviour Expectations

Better than norm	Whole School norm	Worse than norm
<u>Before School</u>		
	Arrive between 8:50 – 9:00am	Arriving before 8:50 or after 9:00am
<u>Movement around school</u>		
Setting an example when lining up. Using good manners.	Line up immediately, quietly. Walking, single file.	Pushing into place, shouting, dawdling.
	Leave the building in a safe, orderly manner by correct route.	Leaving without permission.
<u>Entering classroom</u>		
Entering school calmly, using time constructively and being ready to learn.	Entering calmly and being ready to learn.	Leaving school after arrival. Entering school noisily and not being ready to learn.
	To place personal possessions in appropriate places.	Leave items on floor or left lying around.
Sit down purposefully – prepared for lesson.	Sit in allocated seat.	Deliberately sit in someone else's seat.
<u>Classroom expectations</u>		
Organised for the lesson with appropriate resources.	Remain in seat unless permission is given.	Wandering around classroom.
Self check work. Fill time purposefully.	To work on task for expected length of time.	Task avoidance, disrupting others.
	Toileting – before school and during breaks – without friends. Wash hands. Flush toilet.	Leaving lesson time to go to the toilet, chatting in toilets.
Respect other people and your own contributions and opinions.	Wait your turn to speak. Put hand up.	Talk over others. Call out.
To start conversation with excuse me.	Wait patiently to speak to adults when they have completed conversation with others.	Interrupting.
Do extra homework. Investigate & research more information.	Complete homework on time.	Hand in late. Never hand in work.
Have a complete set of school uniform / PE kit.	Wear appropriate school uniform. Correct, named PE kit.	Part uniform. Wearing uniform inappropriately. No PE kit. Often forgetting to bring PE kit to school.
Contributes to the group.	Sit properly on the carpet / in seat.	Moving, deliberately speaking inappropriately, and distracting others.
Shares equipment, puts items away.	Look after school and others equipment.	Damaging, breaking, throwing, stealing.
<u>Playtimes</u>		
Check before leaving the building which area to play in.	Play in designated area only.	Playing in the wrong area, with wrong equipment. Dominating games.
Collecting coats & toileting before leaving building.	During breaks / lunchtimes everyone to leave the building unless with prior consent.	Wandering around school. Telling lies about having permission.
Dress appropriately without being told.	Take jumper or coat out in winter.	Going out in shirt. Asking to go back inside.



<u>Lunchtime</u>		
Clearing away	Basic table manners. Staying in seat.	Shouting across tables, leaving seat.
Discussing in a low voice.	Noise level in hall kept reasonably low.	Shouting across tables.
See mid-day supervisor to resolve problems.	Leave lunchtime / play disputes outside.	Carry on disagreement inside school building.
<u>End of the school day</u>		
	Walking sensibly on the paths by the correct route to my parent / carer.	Pushing, running out of the gates without my parent / carer.

Behaviour – Possible Responses and Sanctions.



	<u>Example of Behaviour</u>	<u>Possible Responses & Sanctions</u>
<u>Stage 1</u>	<ul style="list-style-type: none"> Talking out of turn during class / group discussion time, or when a teacher or other adult is talking. Raised voices from a group or individual child. Off task behaviour. Not immediately responding to an instruction. Any attention seeking behaviour. 	<ul style="list-style-type: none"> Be positive – search out good behaviour & give praise – be explicit about what you want / what you are praising. Simple direction – use respectful language, accompanied by ‘please’ and ‘thank you.’ Tactically ignore unwanted behaviour & praise immediately the child begins the correct behaviour. Non-verbal tactics – eye contact, the wink, thumbs up or down, shake or nod of head, smile, raised eyebrow, the ‘look.’ Apply initial school sanctions
<u>Stage 2</u>	<ul style="list-style-type: none"> Constant repetition of behaviour demonstrated at previous level. Ignoring the teacher’s instructions on several occasions. Taking or hiding property. Destroying school or other children’s property or work. Rudeness to peers or adults – name calling, taunting, swearing, not respecting other people’s space. Leaving the classroom without permission. 	<ul style="list-style-type: none"> Simply restate the rule – don’t get involved in a discussion. Talk with the child – remember to separate the behaviour from the child: ‘I like you, but I don’t like it when you...’ Give a choice that puts the responsibility back on the child. Reasoning. Ask the child ‘What did you do? What will you do to make it better?’ Time out in class. Write a letter of apology or apologise verbally. Complete unfinished work in own time e.g. playtime. Possible temporary withdrawal of a privilege or participation in a special event. Carrying out a useful task in school. Confiscation of personal items where these are being used inappropriately. Apply school sanctions - timeouts, removal to another class.



<u>Stage 3</u>	<ul style="list-style-type: none"> • Serious challenges to authority, including repeated refusal to undertake tasks. • Deliberately throwing objects with the intention of breaking them or hurting someone. • Harming someone. • Harmful or offensive name calling, including discriminatory remarks, or obscene language. 	<ul style="list-style-type: none"> • Referral to Head teacher. • Contact with parents. • Possible involvement of Behaviour Support Team & drawing up of a Behaviour Plan. • Racist incidents – recorded & reported to Local Authority. • Possible exclusion from the classroom for a fixed period of time. • Possible lunchtime exclusion for a fixed period of time. • Confiscation of personal items where these are being used inappropriately.
<u>Stage 4</u>	<ul style="list-style-type: none"> • Fighting & intentional physical harm to other children. • Serious & persistent challenges to authority. • Leaving or attempting to leave school grounds without permission. • Verbal abuse of any staff. • Persistent bullying, including harassment. 	<ul style="list-style-type: none"> • Immediate removal of pupil from the scene. • Immediate involvement of Head teacher. • Confiscation of personal items where these are being used inappropriately. • Immediate contact with parents to discuss incident. • Involvement of Behaviour Support Team and arrangements made for a multi-element plan. • Possible fixed term exclusion.
<u>Stage 5</u>	<ul style="list-style-type: none"> • Extremely dangerous or violent behaviour. • Very serious challenges to authority. • Physical abuse of any member of staff. 	<ul style="list-style-type: none"> • Immediate removal of pupil from the scene. • Immediate involvement of Head teacher. • Confiscation of personal items where these are being used inappropriately. • Immediate contact with parents to discuss incident. • Review of multi-element plan using Behaviour Support Team / Educational Psychologist. • Fixed term exclusion. • For repeated Stage 5 behaviour, a managed move protocol or permanent exclusion will be considered. (Fair access protocol).

Any behaviour at stages 3-5 should be referred to the Head teacher, who will consult with the member of staff as to the sanction to be imposed.