



## **Behaviour Policy**

This is a statutory policy, which is published on the school website, and in a Church of England School is informed by Christian Values, which underpin every aspect of the community's life and work, including the curriculum. This policy has been considered in line with our vision – 'Caring, Believing, Achieving'. It will be monitored and evaluated by governors and staff at least annually. The Equal Opportunity statement, Bullying, Exclusion and SEND policies are all closely related to this policy and should also be read.

### **Aims and expectations**

At Hatherop C of E Primary School, we are committed to nurturing the individuality of each child in a caring community rich in Christian values built on mutual trust and respect for all. Our vision is that children develop a love for learning in a creative and stimulating environment where they can achieve their full potential. It is the aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure which enables learning to take place.

### **These aims are reflected in our School Values**

Our Behaviour Policy aims to develop relationships based on respect, generosity and trust between all members of the school community, including parents and members of the Governing Board:

#### **Friendship**

- Be kind to each other in words and actions
- Say 'No' to bullying
- Share with others

#### **Forgiveness:**

- Forgive each other when we make mistakes
- Apologise when we make mistakes

#### **Encouragement**

- Encourage each other to achieve their potential
- Encourage each other to do our best

#### **Compassionate**

- Foster a compassionate environment in which all children can flourish and reach their full potential

#### **Truthfulness**

- Tell the truth at all times
- Own up when we make mistakes

#### **Respect**

- Listen to adults and each other
- Look after our school environment
- Speak politely to everyone
- Always do as asked

As a direct consequence, the primary aim of the Behaviour Policy is not a system to enforce rules but it is a means of promoting good relationships, so that everyone can work together for the common purpose of helping everyone to learn.

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure learning environment
- Help to promote good relationships
- To become positive, responsible and increasingly independent members of the school community

All adults will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children
- To develop an ethos of kindness and cooperation
- Be able to convey clearly and with confidence expectations of behaviour
- Treat all children fairly and apply this policy in a consistent way
- Benefit from a calm and secure environment in which to teach effectively
- Be encouraged to comment on good behaviour using the ‘values language’ in order that children understand what the value eg compassion, looks like in practice
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

Parents will:

- Be fully informed about the school’s ethos, core Christian values and Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased and informed by the school’s values
- Be confident that their child is developing personally, socially and academically

For a positive behaviour system to be successful there needs to be a consistency in the approach. This policy sets out that approach and everyone is expected to uphold the principles within.

### **Agreed and consistently applied rules**

Everyone in our school will use the agreed reward and sanctions procedures and children will at all times be expected to follow a direct instruction given by an adult.

In the Playground:

- We use the quiet area for walking and talking
- We respect the apparatus
- We only use the grass area with an adult’s permission
- We stand still and listen when the bell is rung

- We walk into school sensibly and quietly at the end of break and lunchtime

In the Classroom:

- We have clear classroom rules which have been agreed by the teacher and class
- We have rewards and consequences clearly on display
- We use a visual timetable in Skylark Class so children know what is planned for the day
- We have an attractive, tidy, well-cared for environment
- Adults must have a consistent approach
- Children will be given time to appraise their own behaviour (through role play, circle time)

Children are rewarded and praised for good behaviour in a variety of ways:

- verbal praise and encouragement
- non-verbal praise eg thumbs up
- by being given responsibility
- by displaying work and achievement
- points and sticker system
- Star of the Day will be awarded in Skylark Class
- Sir Value, the Value Bear, is awarded to a nominated pupil for showing the value of the term
- Values certificates will be awarded to 1 child in each class at the end of the term
- Lunchtime Value Reward awarded by Lunchtime Supervisors to children showing the value of the term
- Traffic light system used in all classes
- Golden time rewards for KS1 and lower KS2 pupils
- Sharing achievements at Celebration Worship including out of school achievements and in monthly newsletter
- informing parents

### **Unacceptable behaviour**

Although rewards are central to the encouragement of good behaviour, when a pupil's behaviour falls below an acceptable standard, a range of consequences will be enforced.

- Adults must try to discover the reason for the behaviour
- Adults should:
  - Check child's understanding
  - Establish whether they know the behaviour is unacceptable
  - Explain the effect that such behaviour has on others
  - Examine strategies to avoid same situation in the future
- It must be clear why the consequence is being applied.
- There should be a clear distinction between low level and serious behaviour
- It should always be the behaviour rather than the person that is punished.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self image.

### **Low level behaviour – parents may be notified if persistent**

- Verbal warning
- Name on board/traffic light system

- Loss of golden time/responsibilities
- Time out
- See Headteacher
- Partial loss of playtime/lunchtime

### **Serious behaviour – parents will always be notified**

eg swearing, deliberately hurting another child, wilfully breaking/damaging property

- Behaviour will be logged
- Head Teacher informed
- Time given for reflection and restorative work
- Internal exclusion – usually with Head Teacher
- Exclusion

### **Continual behaviour issues**

The Headteacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting a plan will be devised to support the child including the involvement of outside agencies if appropriate. Records of behaviour will be kept and evidence gathered should further action be required in the future.

### **Communication and Parental Partnership**

Working with parents is an important part of supporting children with their behaviour. At Hatherop CofE Primary School we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low level nature.

If a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are actively encouraged to be involved in their child's education at all times. They have a major influence on the development of their child's personality and behaviour and this is strongly promoted through the schools' home school agreement whereby parents sign to show a commitment to the ethos and work of the school.

Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents.

### **Procedure for dealing with persistent or serious offences, including bullying**

Serious offences include the following (this should not however, be regarded as a comprehensive list):

- Bullying (see Anti-Bullying Policy)
- Causing physical harm to self or others
- Putting self or others at risk
- Use of abusive or inappropriate language

- Serious disruptive behaviour.

The procedure for dealing with these offences is stated below:

- Head teacher discusses problem with the child and any other people involved.
- Headteacher and class teacher (and SENDCO if appropriate) draft an action plan with clear, realistic targets for the child, strategies, rewards and sanctions. Advice from appropriate agencies might be sought at this stage, e.g. educational psychologist, school doctor. Dates for review should be included.
- Headteacher invites parents/guardians for discussion, enabling them to input to the action plan.
- Action plan is discussed with the child.
- Headteacher informs chair of governors of the situation, and the action plan being implemented. Headteacher provides regular updates on the situation.
- If progress is not satisfactory at the time of review, as a last resort, and in consultation with the governors, a decision will be taken to exclude the child from school.
- Headteacher informs the pupil's parents/guardians of the period of exclusion, or of a permanent exclusion, giving reasons for the exclusion.
- Headteacher advises the parents/guardians that they may make representations about the exclusion to the Governing Board and explains how these may be made.

### **Exclusion (ref: Exclusions Procedure – Appendix 1)**

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed the Headteacher will use fixed term exclusions when appropriate. If this does not have a positive impact on the child's behaviour, the Governing Board will be involved by following our Exclusions Procedure. (As part of our positive behaviour strategy and depending upon the severity of the misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of School Exclusions Procedure.)

### **Behaviour strategies and teaching of good behaviour (including anti-bullying)**

Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is not acceptable. We define it as:

- Deliberate hurtful behaviour
- Repeated over time

It is difficult for those being bullied to defend themselves.

We focus on teaching what good behaviour and sensible choices look like. BULLYING IS WRONG and will not be tolerated at Hatherop CofE Primary School. (Reference: Anti-bullying Policy) To support this principle, all children are reminded regularly, (through class PSHE lessons, assemblies, and anti bullying week activities), that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form

whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and that it is important to speak out.

E-safety is an important element of our PSHE curriculum. Whilst the vast majority of issues re Cyber bullying take place out of school, we are happy to give support and take action where parents bring these issues to our attention and ask for help. When incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

- Evidence is presented to the Head Teacher
- Parents of all children involved are informed
- Head Teacher speaks to all children involved as appropriate
- Class teacher further reinforces key messages with class/year group that week

### **Playtimes and Lunchtimes**

- Behaviour during morning break times and Huff Puff play is monitored by the 2 members of staff on duty
- Lunchtimes are monitored by 3 midday supervisors (the majority are trained teaching assistants)

### **Behaviour outside school**

Pupils' behaviour outside school on school business eg on school trips, at sports fixtures, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

### **Staff development and support**

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions.

### **Pupil Support Systems**

At Hatherop CofE Primary School, we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive in class

In such cases, pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a group.

### **Other related policies**

This policy should be read in conjunction with other related policies, namely:

- Safeguarding/child protection policy
- Anti-bullying policy
- PSHE policy
- Pastoral care policy

- Physical contact policy
- Health and Safety policy
- Complaints policy
- ICT acceptable usage policy
- SEND policy
- Attendance policy

This policy was reviewed by the F&GP committee in November 2020 and approved by the Full Governing Board in November 2020.

It will be reviewed in November 2021

## **Appendix 1**

### **Exclusions Procedure**

At all times we work to the framework of national government guidance which can be found online: DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it. Any decision to exclude a pupil will be at the decision of the Headteacher in consultation with the Governing Board, as appropriate.

Temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences. Exclusion would be imposed only when the school had already offered and implemented a range of support and management strategies.

Lunchtime Exclusions – Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort. The decision to exclude will be made once the Headteacher has

- Ensured that there is sufficient recorded evidence to support the decision
- Explained the decision to the pupil
- Contacted the parents explain the decision and asked that the child be collected
- Sent a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion
- Agreed the length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensured that appropriate work is set and that arrangements are in place for it to be marked
- Planned how to address the pupil's needs and integration back into their class on his/her return
- Planned a meeting with parents and pupil on his/her return

Safeguarding – An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child,

### **Appendix 1 (contd)**

the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances, the school may contact Social Services and/or the Police to safely take the pupil off site.

### **Pupils with special educational needs and pupils with disabilities**



The school must take account of any special educational needs when considering whether or not to exclude a pupil.

We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### **The role of Governors and the Local Authority**

Governing Boards must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum tests.

Procedures set out in Parts 4.3-6.3 of the guidance documents: DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion ([www.education.gov.uk](http://www.education.gov.uk)) are followed at all times. The role of the local authority is also clearly laid out in this document.

Appendix 2



## Behaviour Log

Name	
Class	
Date	
Location	
Antecedents	
What actually happened	
Action Taken	
Reported to	
Reported by	

### Appendix 2

#### **Amendments to Behaviour Policy during the Re-opening of School during the COVID-19 Pandemic**

In light of the need for children to behave differently when they return to school, the following changes to the Behaviour policy have been made to be used during this period:

#### **Agreed and consistently applied rules**

Everyone in our school will use the agreed reward and sanctions procedures and children will at all times be expected to follow a direct instruction given by an adult.

#### In the Playground:

- We use the quiet area for walking and talking
- We use the apparatus on a rota so that there is time for quarantine between uses.
- We only use the grass area with an adult's permission
- We stand still and listen when the bell is rung
- We line up on the designated area on the playground and line up spaced leaving space between pupils
- We walk into school sensibly at the end of break and lunchtime maintaining social distancing rules as directed by teachers
- We follow instructions on who we can socialise with
- We only use those parts of the playground designated to our group

#### In the Classroom:

- We have clear classroom rules which have been agreed by the teacher and class
- We stay at our desks and only leave our desks as directed by the teacher
- We have our own designated equipment to use and do not share equipment
- We have rewards and consequences clearly on display
- We use a visual timetable in Skylark Class so children know what is planned for the day
- We have an attractive, tidy, well-cared for environment
- Adults must have a consistent approach
- Children will be given time to appraise their own behaviour (through appropriate talk time)

#### In the School

- We follow new guidance on moving around school (eg out of bounds areas, queuing)
- We follow school instructions on hygiene, such as handwashing and sanitising
- We follow new guidance on use of the toilets
- We tell an adult if we are experiencing symptoms of coronavirus
- We follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching our mouth, nose and eyes with hands
- We follow clear rules about coughing or spitting at or towards any other person

Children are rewarded and praised for good behaviour in a variety of ways:

- verbal praise and encouragement
- non-verbal praise eg thumbs up
- share achievements through Parentmail
- by being given responsibility

#### **Playtimes and Lunchtimes**

- During playtimes and lunchtimes groups will be kept separate as directed by the member of staff on duty
- Pupils will follow instructions on who they can socialise with
- Pupils will follow instructions on which areas of the playground they can use

