



Together we succeed

Behaviour Policy and Guidelines

(must be read in conjunction with Restrictive Physical Intervention and Anti-Bullying Policies)

Date	Review Date
Signed by staff	Signed by Governor

Luke 19:1-10

“19 Jesus entered Jericho and was passing through. 2 A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy. 3 He wanted to see who Jesus was, but because he was short he could not see over the crowd. 4 So he ran ahead and climbed a sycamore-fig tree to see him, since Jesus was coming that way. 5 When Jesus reached the spot, he looked up and said to him, “Zacchaeus, come down immediately. I must stay at your house today.” 6 So he came down at once and welcomed him gladly. 7 All the people saw this and began to mutter, “He has gone to be the guest of a sinner.” 8 But Zacchaeus stood up and said to the Lord, “Look, Lord! Here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount.” 9 Jesus said to him, “Today salvation has come to this house, because this man, too, is a son of Abraham. 10 For the Son of Man came to seek and to save the lost.”

Policy Statement

‘Forgive us our sins, as we forgive those who sin against us’.

The rationale for this policy is based on the Christian values of love, compassion, endurance, friendship, fellowship and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

AIMS

We strive to:

- Know and understand each individual child
- Explain the school rules, sanctions, rewards and ensure these are understood
- Avoid tensions and frustrations
- Help the children to become independent learners and thinkers and be responsible for the consequences of their own actions
- Develop a respectful, forgiving and nurturing environment
- Foster Christian values
- Ensure children have high esteem
- For children to respect each other as well as adults

We believe that emphasising positive behaviour in school will marginalise poor behaviour. A well-managed environment will encourage children to fulfil the Christian values in their own behaviour. Children need to know what is expected of them. This policy is about how we aim to do this and covers all school circumstances, including educational visits and after-school clubs.

RESPONSIBILITIES

Hutton Henry CE Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual.
- To set high standards and expect them to be reached.
- To offer children a balanced curriculum and to ensure that the work offered is related to each child’s level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child’s educational progress and their attitude to learning.

- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds.
- To follow the Hutton Henry CE Primary School policy and use rules, sanctions and reward systems clearly and consistently.
- To be a good role model.
- To make children aware of the Gospel values in their everyday lives.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular collective worship on themes of behaviour, respect, British values etc.
- To work together as a team to support children's positive behaviour.
- To be particularly vigilant during ICT lessons to ensure appropriate, effective and safe pupil use. (Refer also the E-Safety Policy)
- To support one another as a cooperative staff team.
- To be punctual when on duty.
- To have self-discipline in emotional reactions to situations that arise.
- To carry out an ultimatum.

Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

Responsibilities of the 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 Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

The responsibility of Parents

- To support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- To support the school in fostering our Christian Values (Friendship, Compassion, Fellowship, Love, Endurance and Forgiveness)
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school before 8.55am and collected at 3:15pm.
- To encourage each child to make the most of the opportunities presented at school and take pride

in his/her achievements.

- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once school has begun, teachers are unable to speak to you because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school).
- If you are annoyed about something, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way. This frightens them and is a form of bullying; always speak to a member of school staff.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their children.

The responsibility of Pupils

- To follow the Hutton Henry CE Primary School rules.
- To accept responsibility and consequences of their actions.
- To respect the adults with whom they work with and be tolerant and understanding of others.
- To be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' property and the schools'.
- To work hard in class to the best of their ability and do their homework

Classroom

Behaviour in the classroom is guided by our mission statement and Christian Values which are on display in each classroom. Staff use a range of strategies to maintain good behaviour including, thinking time, time out, circle time etc.

To achieve this we use **assertive discipline**. This programme is designed to focus on positive achievement and minimise negative behaviour.

We will encourage and praise **good behaviour** by:

- recognising and rewarding good behaviour throughout the day
- ensuring that all children are praised for behaving well
- encouraging children to be responsible for their own behaviour by making the right choices
- informing parents of good behaviour

We have in place a reward system which is designed to appeal to all age groups. Such rewards include:

- a smile
- verbal praise
- a thank you
- special stickers
- comments, stickers and stamps in books
- a clap
- asking children to nominate who to reward (school hero award at annual awards ceremony)
- certificates at celebration assembly
- messages home
- special visits to the HT or other adults
- star pupil of the week
- house trophies

- Good Note home
- Achievement Awards

We prevent inappropriate behaviour by:

- Rocket fuel or Dojo points being removed
- reminding children of how to behave well
- noticing, encouraging and rewarding good behaviour

SUPPORTING THIS SYSTEM

RESOURCES

We use a visual peg board method across the whole school to clearly show consequences/rewards. Children and staff therefore all understand the process of the agreed procedures.

Forgiveness is one of Hutton Henry School's core Christian values and therefore we believe every day can be a 'fresh start', with pegs returning to the 'behaving well' section each morning. Sanctions awarded at the end of a school day (or serious events) may need to be addressed the following day however we aim for closure and resolution of an issue before 3.15pm.

Restorative Justice Approach

All staff are trained to use a Restorative Approach to address conflicts which involve pupils in school. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. We aim to develop the core Christian Values of compassion and forgiveness through allowing children to be able to consider an alternative point of view. Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Low Level Incidents

Prejudice related incidents can refer to incidents related to the protected characteristics of the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

INCLUSION POLICY

The Inclusion Policy will be followed to ensure that all children are treated in a fair and just way, whatever their race, gender, religion, intellect or physical capacity, social or cultural background.

Inclusion at Hutton Henry CE Primary means that:

- Every member of the school community is considered of equal importance and value and treated accordingly
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community
- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded

'HOUSE' SYSTEM

The children are organised into 'Houses' and will be able to earn behaviour, work, attitude etc. house points/rocket fuel/Dojos. All staff members/adults will be able to issue house points verbally and Dojos are added to the computerised system. The House with the most points during Friday Celebration Assembly have their ribbons added to the trophy and have a turn on the whole school board game. In KS2 children receive a certificate to take home if they exceed 15 Dojos in 1 day and the pupil with the most points in a week receives a certificate in celebration assembly. In KS2 the children decide on a tiered scale of rewards for the Dojos collected over the course of a term. If the Dojo score in a term is equivalent to 97% or more, a whole class reward is earned. In KS1 there is a half termly prize for the boy and girl with the most House points.

Christian Values Award

During celebration assembly, the children can be given a Christian Values Award for demonstrating positive behaviour choices and reflecting our core school Christian Values of friendship, compassion, fellowship, love, forgiveness and endurance.

Equal Opportunities and Special Educational Needs

We expect all children to follow the School Rules. However, this will be more difficult for some children at certain times. Children with behaviour difficulties, including those with SEN Support Plans or EHCPs, may:

- Have targets for improved behaviour on their short note, SEN Support Plan or EHCP.
- Not comprehend the rules and structures of the school and be unable to meet expectations without additional support.

Children are expected to recognise that: they are encouraged to take responsibility for their own actions and behaviour breaking rules leads to an agreed procedure of consequences.

Calm Down Space

If a child's behaviour begins to become disruptive to others they will initially be given warnings to change the behaviour in order to stay in class. If disruption continues, children will be given access to calm down space (conservatory/outdoors). This will always be supervised by an adult. This space will ensure children have a quiet calm environment to calm down. A variety of activities will be made available. Time in this space will be limited as reintegration into class at the earliest opportunity is expected.

TEAM TEACH

There may be times when behaviour requires staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. 'Team Teach' is the approach adopted by us to manage challenging and aggressive behaviour. Some of our teaching and non-teaching staff have been trained in the use of this approach (Mrs S Gibbins and Miss N Ord).

The basic philosophy of the approach is as follows: 95% or more of all incidents should be managed without recourse to physical intervention. It is a flexible framework of responses stressing a holistic approach. De-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc.). Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

All incidents of positive handling are reported, recorded, monitored and evaluated. Parents and the LA will be informed of any that involve a child being held with more restrictive holds.

SANCTIONS

An essential part of our behaviour management lies in the fact that a pupil knows sanctions will be imposed for unacceptable behaviour. The principles upon which sanctions are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

Sanctions are displayed visually in the classroom using a peg system. In addition, they are recorded on a Behaviour Tracking Sheet.

IF OUR RULES ARE BROKEN.....

For each consequence that is received, you will lose a corresponding Dojo point.

1st Consequence

Verbal Warning - You will be given a chance to change your behaviour (peg moved on chart)

2nd Consequence

You will have 'Time Out' in your classroom to work in a different place: (peg moved on chart)

- away from your seat/corridor (KS2)
- near the door/time out chair (KS1)
- or indoors (if playtime)

3rd Consequence

You will have time out at playtime (KS1/2) and complete a Written Warning sheet (peg moved on chart)

4th Consequence

You will speak to Mrs Gibbins and could receive a 'choices note' to take home and be signed by parent (peg moved on chart)

If a child is continually reaching the 4th consequence then their parents may be informed and they could be placed on a Behaviour Success Chart, where their behaviour is monitored on a session-by-session basis.

5th Consequence

This is extremely serious as you have hurt another child or chosen not to change your behaviour. You will need to speak to the Headteacher

You may be excluded from class to work with Headteacher. This includes having lunch and being separated from friends for the day.

Your parents will be informed of this action beforehand, but this may be on the same day if there has not been enough time.

You may have to go home for your lunch if your behaviour needs constant supervision then you will return to school for afternoon lessons.

A letter will be sent to your parents or carers inviting them to meet with the Headteacher and the Chair of Governors. This meeting is to discuss home-school strategies and ways to support the child together.

A member of the Behaviour Support Service team may come into school each week to work with you. Parents may be asked to sign a Behaviour Management or Positive Handling Plan.

You may be asked not to come to school. For serious misbehaviour you may be excluded by the Headteacher and the Governing Body for up to 45 days, each year. This is called fixed-term exclusion. For pupils who have been excluded for more than three periods within a term, the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

You may be permanently excluded.

Consequences or sanctions have been carefully categorised into 5 levels. It is hoped that very few children will move beyond Level 3. The sequence of consequences may vary depending upon the behaviour and/or situation.

A more serious incident, for instance a physical act during breaktime, could result in a jump straight to the 4th consequence and a Choices Note home.

RECORD KEEPING, MONITORING AND EVALUATION

Identifying and recording behaviour incidents.

All staff keep class records showing low level disruption. This is analysed in class groups alongside the Senior Leadership Team to note patterns, persistence in behaviour of individuals which may result in interventions or discussions with child and/or parents.

Pupil behaviour has improved if:

- The pupil achieves his/her behaviour support plan targets.
- The pupil does not spend playtimes inside.

Parents can be notified of success, however slight.

- The pupil has achieved rocket fuel, Dojo points or stickers for improved behaviour.
- The pupil has visited the Headteacher and received an achievement award in Assembly.

SEN and Target Setting for Behaviour

For some children it will be necessary to place them in the SEN list for behaviour. In these cases, behaviour is usually a symptom of an underlying special educational need.

Specific targets will be set and reviews regularly. At each stage parents will be consulted and asked to sign relevant documentation:

Short Note – initial cause for concern is noted by the teacher and shared with parents.

Support Plan – child on the SEN register and arrangements will be made within the school resources to meet the needs of the individual pupil. A support plan is shared with parents and updated termly.

EHC Plan – Education, Health and Care Plan

Parents' views must be taken into consideration when targets are reviewed.

Fixed Term and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For periods of five or more days then the Headteacher must arrange for the pupil to be educated on an alternative site. Looked After Children must have alternative provision from day one. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil permanently he/she must inform the parent's immediately, giving reasons for the exclusion. At the same time the Headteacher must make it clear to the parents that they can appeal to the governing body. The school informs the parents how to make such an appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion and any fixed term exclusions beyond fifteen days in one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

A Governing Body committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the pupil is to be reinstated, then the Headteacher must comply with this ruling.

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the schools rolling programme. The Headteacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.