

<b>HYNDBURN PARK PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY</b>
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## 1. INTRODUCTION

At Hyndburn Park Primary School, we believe that children are able to learn most effectively when behaviour and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils, where they feel safe, happy and secure. We hope to develop self-control, self-discipline and self-motivation in our children by systematically rewarding good work, attitude, manners and behaviour, and imposing sanctions for inappropriate effort, attitude, manners or behaviour.

This Behaviour and Discipline Policy is a whole school policy, which will be implemented and monitored by all staff. It is available on our school website at [www.hyndburnpark.lancs.sch.uk](http://www.hyndburnpark.lancs.sch.uk) or a paper copy can be obtained from the school office. The policy will be reviewed and updated annually, usually in September. Parents / carers will be consulted and kept informed of any major changes to behaviour and discipline policy and practices in school, as we believe that the home / school partnership is key to success in this area. Time will be taken whenever necessary to discuss the key points of this policy with children at whole school, Key Stage, class, group or individual level.

Within school we will pay particular attention to the protected characteristics (as outlined in the Equality Act 2010) in respect of safeguarding and in respect of children with Special Educational Needs and / or Disabilities.

We believe that although this written policy is important, the true test of its relevance to our school community is whether it is evident in the daily life and routine across the whole school. The ethos, the quality of relationships at all levels, the way we speak to, treat and respect each other; all contribute to the way that behaviour and discipline are managed.

## 2. OUR EXPECTATIONS

As a school, we have established the following as our expectations of children.

- To respect and care for themselves, for others and for the property of others;
- To work to the best of their ability;
- To show good manners, tell the truth and keep promises;
- To be polite, respectful and considerate;
- To be friendly to others, and to work and play co-operatively;
- To listen to, and to respect, the opinions of others;
- To do their best to ensure the safety of themselves and of others as they move around school;
- To reject bullying, cheating and dishonesty;
- To learn to be able to understand and accept that their actions have consequences, and to learn to increasingly accept the consequences of their actions.

### Uniform

We expect all children to come to school in school uniform. Children are encouraged to wear appropriate clothes (including footwear) for school. Children should also have appropriate kit for PE and swimming lessons (see School Brochure for details). Children are not permitted to wear jewellery in school, with the exception of

a watch, small stud earrings, and items of particular religious significance that have been authorised by the Headteacher.

### 3. SCHOOL RULES

The standard of behaviour expected of all children is included in the school's brochure and is discussed with parents/carers at the admissions process.

One key rule in school is to act with courtesy and show consideration towards others at all times.

Movement around school is another rule that is followed. When in school, children should walk quietly and sensibly around the building at all times, keeping to the left side of the corridors, using the footprints to guide them (in Upper Key Stage Two), holding onto the handrail.

At the beginning of each school year, all classes in school establish their own class rules. These should be 'positive rules' – rules that include 'we will' rather than 'we will not'. There should be about five rules in each class, and the children should be actively involved in establishing them, at an age appropriate level.

#### **Support in class**

If an incident arises in class then the following should be adopted:

- a) A member of staff in the classroom, either teacher, TA or HLTA, should be the first person to deal with the situation;
- b) Speak to one of the learning mentors or your team leader and ask them for help in dealing with a situation;
- c) Inform the Head of Department (Infants – Jo Hardwick, Juniors – Saiqa Tabsim) if the above avenues have been unsuccessful or you need further assistance.
- d) Where applicable a positive behaviour plan will be put into place.

### 4. PLAYGROUNDS

There are four playgrounds at Hyndburn Park – Infant (Reception, Year 1 & Year 2), Lower Juniors (Year 3 & Year 4), and Upper Juniors (Year 5 & Year 6) and children play out on the designated playground. When it is an outdoor break time or lunch time, children are expected to go outside and remain outside on the appropriate playground, without wandering in and out. Where at all possible, an adult stands at the door to the school, to monitor and regulate movement in and out of the school building.

During all breaks when pupils are outside, we expect them to play sensibly, having regard for their own safety and the safety and feelings of other children. Pupils must stay within the confines of the designated playground. They must ask permission to return to the school building or leave the playground (for example, to retrieve a ball).

If a child feels unhappy outside, for example, if they are hurt or feel that they are being bullied, then they should tell one of the adult supervisors.

Before the beginning of school the children in the juniors will enter school when a member of staff begins their duty (08:45). At the end of break and lunch times, the children will enter when the member of staff on each yard sends the children in (at 10:45 and 12:45). They will make their own way to their classrooms, where the class teacher will be waiting.

The person on duty on the Infant yard will blow the whistle once and all children will freeze, a second whistle will then be blown and the children should line up immediately and quietly. When the infant classes are ready, they will walk into school using the KSI entrance. Reception will walk through the Reception entrance.

## 5. REWARDS

At Hyndburn Park, we will attempt as far as possible to reward good effort, attitude, work, manners and behaviour.

- a) Celebration assemblies are held in school, usually on a Friday, led by the Headteacher. These assemblies provide a focus to reward children. Many of the following systems of rewards will be evident in the Friday assemblies.
- b) We operate a House Points system throughout school. Children are placed in a House upon entry to Reception, and usually remain in the same House during their time in school. Brothers and sisters are placed, as far as possible, in the same House. Each House has a House Captain and House Vice-Captain, chosen from Year 6 children. Each House also has a Staff Leader. Staff Leaders for each team take House assemblies during the second week of each term (Monday – Thursday). In the assemblies, they endeavour to build a sense of team spirit, and encourage children to try their hardest to win house points. We have four Houses, named after local parks, and each one is also linked to a colour, as follows:

HOUSE	COLOUR	HOUSE LEADER
Haworth	Blue	Y5/6 Teacher
Gatty	Red	Y3/4 Teacher
Milnshaw	Green	Y1/2 Teacher
Oakhill	Yellow	EYFS Teacher

Children earn house points for good work, attitude, manners or behaviour. The points can be given out by any member of staff, and children then put them on a team point chart in their classroom. For younger children, the points may take the form of a tangible sticker or star, whereas for older children, it may simply be a 'verbal point', which is then added to the chart by ticking or colouring. House points range between 1 and 5 throughout school.

During Friday afternoon, the Heads of Departments collect up the house point charts from all classes, then collate the points and work out the winning team for the week. The points are read out as part of the departmental assemblies held each Monday, and the winning team applauded. A certificate is presented to the children in each class who earned the most house points during the week. At the end of each term, there is a cumulative total announced. The winning team, overall, will be rewarded appropriately. Similarly, at the end of the year, the team with the most points for the year will be rewarded.

- c) Examples of particularly good pieces of work are taken into the Friday assembly each week. Work is looked at and special stickers are given. Children's work is given a high profile during this time in the assembly.
- d) Children are presented with special achievement awards, medals and certificates during the Friday assemblies. These recognise the diversity of achievement in school. For example, children receive swimming certificates, and football medals, and their achievement is celebrated by all.
- e) Children may also bring in awards they have achieved out of school. These may well relate to sporting achievements, or any other activity at which they have achieved success out of school.

- f) Headteacher awards are presented from time to time, to both children and staff. These are awarded to groups, classes or individuals for exceptional effort, attainment, achievement or improvement in any aspect of school.
- g) The class teacher and / or teaching assistant select one child from every class each week, who will receive a certificate for a piece of work, behaviour, attitude or any positive achievement. The children will receive a certificate in assembly and their photographs will be inserted in our 'Superstar of the Week Book', which is kept in the main entrance. The 'Superstar of the Week Book' becomes a permanent record of those children who have made a significant improvement in an aspect of school life, or have made an outstanding contribution to their class or the school. A television screen in school will also display the photograph of the 'stars of the week'.
- h) All children who have had a term without their name being entered into the Class Consequences Book (see Section 5 below) will receive a prize in reward at the end of the term to celebrate the achievement.
- i) There are a whole range of reward systems within classes. Class teachers and teaching assistants reward children regularly with stickers, stamps and praise. Classes also have their own reward systems for particular issues, for example, table points. Teachers organise this to fit in with the specific needs of the class and age of the children. Team leaders each have a pot of money that can be used to buy class treats and rewards for children. This is discussed at team meetings in order to ensure parity across classes.
- j) Two children from each class, from Reception – Year 6, are nominated at the end of each term to receive a Behaviour Reward. These awards are presented to children who have consistently tried hard and behaved well for a term. The Class Consequences Book will be used to determine the children that may be chosen. (See Section 5 below.) Any child may be considered if they have not been recorded in the Class Consequences Book for the term.

### **Golden Time**

Golden Time at Hyndburn Park takes place on a Friday afternoon up to 30 minutes at the end of the day (14:30 – 15:00). Activities for children should be well planned in advance. They should be different activities to what they would usually be given for wet playtime or lunchtime; something to look forward to.

Children have to earn their Golden Time during the week and it is something that they should aspire to achieve. Some children may have time deducted from their Golden Time during the week but should still be entitled to some amount of time participating in the activities. For the child who has had 'x' amount of time deducted from their Golden Time, will spend time with the Learning Mentors. Activities are conducted within classes, or across teams.

## **6. SANCTIONS**

The following represents a continuum of sanctions that is followed sequentially in most cases. The sanctions are intended to ensure, as far as possible / appropriate, a whole school approach to discipline. Many children in our school will never move beyond the first one or two sanctions, others will pass through more of the sanctions regularly. A minority of children will reach the end of the sanctions, and if this happens regularly, these children may be considered to have a social, emotional or mental health need (category of SEND). When this happens, they may be added to the school's SEND Record, and offered appropriate help, support and

strategies, in consultation with their parents / carers. (Please see the SEND Policy for further details, and Section II of this policy, below.)

We have agreed that a 'common sense' approach to implementing this policy will be essential. We aim to offer a consistent series of sanctions, with a consistent tolerance level through school, but recognise that each pupil, set of circumstances and context will be different. We hope to apply the principles sensitively, according to the child's age and needs. We operate a modified traffic light system, using red, orange, yellow and green. This is displayed in all classrooms. Children may move within the first three colours, but if they get to the red stage, this will result in losing 10 minutes of Golden Time and their name added to the Class Consequences Book (provided to each class teacher at the beginning of each academic year). Within the yellow, orange and red stages, children have the chance to 'redeem themselves', i.e. they have the opportunity to move back to a previous stage (as far as green) by behaving appropriately. This is important, as it gives each child the opportunity to regain control of their behaviour, and the consequences of that behaviour. If a child has earned their Golden Time back from the red traffic light i.e. they are on green at any point throughout the day then this needs adding to the Class Consequences Book, meaning that the child has earned back any lost Golden Time.

All children begin the day on the green circle of the traffic lights. If a child behaves inappropriately, the following will usually apply sequentially:

- Verbal reprimand and warning – child remains on green;
- Move to yellow;
- Move to orange;
- Move to red – loss of 10 minutes Golden Time and name written in the Consequences Book.

Certain kinds of behaviour, e.g. vandalism, fighting, verbal abuse to staff, bullying, leaving a classroom / school premises without permission, mean a pupil would move straight to red and be recorded in the Class Consequences Book. More serious offences will be passed to the Head of Department at which point the pupil's parent / carer will be contacted, usually by telephone, informing them of the incident, and inviting them to make an appointment to see the appropriate Head of Department. The Head of Department will record the incidents on CPOMS, with a note of what was done to follow up.

- At yellow, orange and red stages, staff should use their discretion to encourage pupils to address their behaviour and redeem themselves, i.e. move back through the stages towards green;
- Names are moved through the stages either by a member of staff or by pupils, at the discretion of the class teacher;

## 7. LUNCHTIMES

### Rewards

All lunchtime staff carry golden tickets with them whilst they are on duty and award them to children who behave well during the lunch break, both when eating and playing. In order to make these tickets prestigious, we have limited the number of tickets to two to be given out by each member of staff per day.

### Sanctions

Any issues that arise at lunchtime need to be dealt with by the member of staff on duty. If necessary, more serious issues need to be referred to, and dealt with, by the appropriate member of staff; Assistant Headteacher (Infants) or the Deputy Headteacher (Juniors).

## 8. BULLYING

*(Please see the school's Anti-Bullying policy for further details, and section 10 of this policy, below).*

Whilst we recognise that bullying is inherent in every school, we will do our utmost to 'stamp it out' at Hyndburn Park. This policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other. We aim to promote appropriate behaviour through the implementation of this policy, direct teaching (notably through the PSHE / Citizenship curriculum) and by creating an emotionally and socially safe environment where skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community. Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- Teach pupils how to constructively manage their relationships with others.

Circle time, role-play, assemblies and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. Areas within the school building and the playground will be monitored by members of staff on duty.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school. We have two worry boxes; one in the Key Stage One hall and one opposite the Leadership Team Office, into which children can put notes to inform us of incidents that worry them. Our school council will offer a forum in which concerns about bullying can be discussed on a regular basis. We will ask pupils where and when bullying occurs in school and we will supervise, and try to eliminate, any unsafe areas that they report to us. The Learning Mentor's will check the boxes on a daily basis.

## 9. RACIST INCIDENTS

All racist incidents, including racist comments or abuse, will be reported immediately to the Head of Department or to the Headteacher. Such incidents will be regarded as extremely serious and will be dealt with accordingly. The parents / carers of the perpetrator of any racist incident will be informed immediately, by telephone if possible. The parents / carers of the victim will also be contacted to explain what has happened and how it has been dealt with. A record is kept of all racist incidents and the Headteacher reports the number to the governors verbally. Pupils, their parents / carers, staff and governors must understand that our school will not tolerate any form of racism.

## 10. EXCLUSIONS

In accordance with Lancashire's Pupil Exclusion Notification Procedures, pupils who display any of the following, significantly or persistently, may be excluded.

- Physical aggression to staff / adults;
- Physical aggression to pupil/s;
- Verbal abuse to staff;
- Bullying or racism;
- Refusal to accept rules / discipline;
- Possession of a weapon / dangerous object;

- Theft;
- Alcohol related misdemeanour;
- Damage to property;
- Drug / solvent abuse;
- Sexually related incidents.

Of course, in primary school, exclusion would only be used as a very last resort. At Hyndburn Park we hope to avoid exclusion by the use of appropriate support and early intervention, but where children do transgress the most serious rules, exclusion will be used. It is important that children learn to recognise that which may be regarded as completely unacceptable behaviour, and understand that such behaviour will not be tolerated in any part of society. We aim to help them develop as individuals, who are able to increasingly understand that they are ultimately responsible for their actions, and the consequences of those actions.

## II. SPECIAL EDUCATIONAL NEEDS AND LEARNING MENTORS

As outlined in section six above, some children will pass through the school sanctions on an increasingly regular basis. This is the point when they may be considered to have a particular social, emotional or mental health (SEMH). At Hyndburn Park, one of earliest intervention strategies is the involvement of our Learning Mentors (see below for further details). They use a range of strategies to help children to address behavioural issues and the causes of inappropriate behaviours. They provide a 'listening ear', give advice, and try to sort out individual problems that could well be having an adverse effect on behaviour. The Learning Mentors help to bridge the gap between home and school. They also introduce behaviour charts / records and targets for children to work towards, with clear rewards for reaching their targets. If, after this intensive personal intervention, any child continues to exhibit persistent SEMH, then they will be considered for the school's SEND Record / multi-agency assessment may be necessary. If they are added to the school's SEND Record, their social / emotional difficulties will be dealt with following the school's SEND policy. (Please see the SEND policy for further details).

Our Learning Mentors work with individuals and groups of children, throughout school. They also monitor attendance, punctuality, and work closely with the school's lead on attendance, targeting children who may need additional help and support. The Learning Mentors offer support and a 'safe haven' for children, dealing with many of the issues that affect children in school and can adversely affect their behaviour, for example, bullying, bereavement or trauma at home.

## 12. PARENTS / CARERS

We aim to work as closely with the parents / carers of our children as possible in all matters, including the behaviour of their children whilst in school. We seek to actively involve the parents / carers of the children in the rewards and sanctions in school, and believe that they need to understand our policies and procedures so that they can help us to continually improve the behaviour and attitudes of their children. Where parents / carers have concerns about their child's behaviour, they should usually approach the class teacher initially to discuss their concerns. In some cases parents / carers will need to also meet with their child's Head of Department. In a school of our size, parents / carers see the headteacher in only the most extreme situations.

We will contact parents / carers in the following situations:

- To discuss any SEND related issues;

- If significant problems arise with their child's behaviour in school;
- Prior to any exclusion;
- If their child has been involved in a racist incident – either as perpetrator or victim.

## 12. SCREENING AND SEARCHING

Staff at school can search for anything that is banned under the school rules *if the pupil agrees*. The pupil should be asked to turn out his / her pockets or open his / her bag. The headteacher and staff authorised by the headteacher have the power to search *without consent* where they suspect a pupil has knives; weapons; stolen items; alcohol; illegal drugs (referred to in the legislation as 'prohibited items'). Prohibited items that are confiscated by the members of staff authorised by the headteacher (SMT / SLT) will be handed to the police.

## 13. USE OF REASONABLE FORCE

Reasonable force can be used for control and restraint (see Reasonable Force policy for further details). For example:

- Removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- Preventing a pupil behaving in a way that disrupts a school event or a school trip / visit;
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Preventing a pupil from attacking another pupil or member of staff, or to stop a fight in the playground; and
- Restraining a pupil at risk of harming themselves through physical outbursts.

## 14. OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

## 15. PASTORAL CARE FOR SCHOOL STAFF ACCUSED OF MISCONDUCT



In line with government policy we will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body will instruct the headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance and its addendum when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## 16. ROLES AND RESPONSIBILITIES

- The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness, which the Assistant Headteacher operates on day-to-day basis.
- All staff and pupils are expected to adhere to this policy.
- Parents / carers are expected 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 / carers immediately if we have concerns about their child's welfare or behaviour.

## 17. RELATED POLICIES

This policy should be read in conjunction with the policies / documents listed below:

- Special Educational Needs policy;
- Anti-Bullying policy;
- Safeguarding & Child Protection policy;
- Reasonable Force policy;
- Dealing with Allegations of Abuse against Teachers and Staff Advice;
- Health and Safety policy;
- Attendance policy; and the
- Teaching and Learning policy.

## 18. MONITORING, EVALUATION AND REVIEW ARRANGEMENTS

The lead professional responsible for behaviour (Inclusion Manager) will monitor the implementation of the policy along with the Leadership Team and SMT. It is expected that all staff will fully implement the policy at all times in school, striving for consistency and continually aiming for increasingly high standards of behaviour throughout school. The policy will be evaluated and necessary changes made to either the written policy, or the practice in school. This policy will be reviewed annually, usually in September.

## 19. CONCERNS, COMPLAINTS ... AND COMPLIMENTS

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office. We would ask that any concerns / complaints be brought to the Assistant Headteacher's notice. If the concerns cannot be resolved informally, parents / carers can raise their concerns more formally through the school's complaints procedures. We would also be pleased to receive compliments – feedback from parents / carers when things have gone well.

Alan Timmins	November 2010
	February 2011
Saiqa Tabsim	August 2012
	November 2012
	September 2013
	September 2014
	September 2015
Joanne Hardwick	September 2016
	September 2017
	September 2018
	July 2019