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# HATFIELD HEATH PRIMARY SCHOOL

## (Part of the Learning Partnership Trust)

# BEHAVIOUR POLICY

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## **‘Learning for life’**

At Hatfield Heath Primary School we recognise that education involves children, parents, staff, governors and directors, the community and the responsible authorities, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership we aim to:

- Provide a supportive, positive, caring and safe environment, which has high expectations and values all members of the school community;
- Recognise the needs and aspirations of all individuals and provide opportunities for all to make the best possible progress and attain the highest personal achievements;
- Ensure each child develops as a literate, numerate, creative, and technologically competent individual, within a broad, balanced, exciting and challenging curriculum;
- Provide a rich variety of contexts and experiences for each child to acquire, develop and apply a broad range of knowledge, skills and understanding now and for life;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of each child;
- Provide opportunities for each child to develop a lively, enquiring mind, good thinking skills, self-respect, self-discipline and positive attitudes;
- Encourage each child to be an enthusiastic and committed learner, promoting their self-esteem, self worth and emotional well-being;
- Develop each child’s confidence and capacity to learn and work both independently and collaboratively;
- Develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- Encourage each child to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourage each child to value the diversity in our society and the environment in which they live;
- Encourage each child to become an active, independent and responsible citizen, contributing positively to the community and society.

### **Introduction**

At Hatfield Heath Primary School we aim to create a positive, respectful atmosphere, based on a sense of community and shared values, in which children feel safe and secure. We value the importance of good relationships and stress the worth of personal and social education as a means of fostering the values of mutual respect, self discipline and social responsibility which underline good behaviour. Developing a growth mindset and ‘Can Do’ culture is seen as an important facet in developing and meeting high expectations. These values are encapsulated within the stated ethos of Hatfield Heath Primary School.

Much work goes on right from the pupil’s very first day, if not before, to help support high standards of behaviour and ensure that we have a harmonious living and learning environment in which children can grow and develop without fear or worry. Keeping children safe and free from anxiety and harm whilst developing their skills to increasingly

gain confidence, resilience, skills, behaviours and attitudes to safeguard themselves and extend this to others is our prime purpose. This was fully recognised in our last Ofsted inspection and is constantly recognised by the many visitors who come here and by those we meet when on school external trips, sports or events. Our children are always praised for their behaviour, attitude and care.

The purpose of this policy is to clarify the aspects of managing pupil behaviour which are the adopted practice, exemplified by existing staff.

The emphasis in dealing with pupil behaviour is that we adopt a proactive, positive and modelled approach. Good behaviour is recognised, acknowledged and praised. When dealing with incidents of inappropriate behaviour, staff should ensure that it is the behaviour that is seen as unacceptable and not the individual. It is important that we convey our belief that all children are capable of good behaviour and that this is what is expected of them. Our own [Behaviour Pyramid](#) sets clear expectations and pathways for reflection and action.

The values and standards of behaviour of the school community are made clear by example and discussion, so that they may be assimilated, understood, and made their own. It is one of our principal aims to develop an autonomous individual, who is self-motivated and capable of making sound moral judgements. Assertive discipline is only used when necessary and not in the first instance.

Rules do exist which govern behaviour around the school. These are based on developing a safe, harmonious and organised environment, where children will learn and apply social skills appropriate in life. It can be said that rules exist for those who need them. Those who already behave well and show care and respect for themselves, others and the environment, clearly have an inbuilt set of core values to guide them.

There is a clear expectation at Hatfield Heath Primary School that children, at age and stage appropriate levels, recognise their responsibilities to self, others and property, own their behaviours, and act accordingly. They should be supported by parents, carers and school to know right from wrong and know and accept the consequences should they choose to challenge boundaries and behave in an unacceptable way. Children do not come to school to have their learning disrupted by poor behaviour nor be frightened, hurt or abused. Our school should be a safe environment for all to grow, learn and enjoy friendships, opportunities and life.

**If you choose to join our school, you join with the awareness and acceptance of our values, and principles.**

### **Statutory responsibilities**

The Governing body is legally required to make, and from time to time review, a written statement of general principles to work with the head teacher in determining measures to promote good behaviour. The Governing body is legally required to consult with the head teacher, staff, parents and pupils on the principles of the behaviour policy. The consultation

may be arranged in such manner as appears appropriate to the Governing body and include such representatives of the staff as the Governing body deems appropriate. All pupils and parents/carers must be included, i.e. given the opportunity to comment on proposals at the formative stage, and their responses considered when decisions on the proposals are made. The requirements on the Governing body to consult staff and pupils on the principles, were introduced under the Education and Inspections Act (EIA) 2006, and more recently exemplified in the DfE's Behaviour and discipline in schools doc, Jan 2016. That said, this school has engaged all partners in this process since 1993 – it is simply good practice and courteous to involve all stakeholders as stated in our ethos.

The head teacher will use this statement of principles to determine the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) that make up the overall school behaviour policy. Principles that most assist the head teacher in doing this:

- Are based on the school's values;
- Can be explained to pupils of any age or ability – age and stage appropriate;
- Represent widespread agreement about standards amongst pupils, staff (including union representatives) and parents;
- Ensure a healthy balance between rewards and sanctions to encourage and develop high expectations and positive behaviour;
- Promote behaviour improvement as a means of improving learning and teaching;
- Are challenging but realistic and appropriate for development as the school builds on its successes.

The wider duties on consultation introduced under the EIA 2006 are aimed to ensure that all parts of the school community have an opportunity to help shape the behaviour policy. The result is a greater sense of ownership and commitment to the behaviour policy. The involvement of staff and pupils also helps ensure that there is an understanding of the overall standards of behaviour which are expected by the school and which need to be met.

With regard to monitoring responsibilities, the head teacher produces a termly report to the Governing body detailing the number of recorded bullying and racial abuse incidents. This is reviewed by the Governing body and any necessary corrective or preventative actions put in place.

### **Code of behaviour**

There are certain rights, rules and responsibilities which should be undertaken by all members of the school.

#### *The right to be safe*

Responsibilities:

Pupils: to act in a safe and responsible manner for the well-being of themselves and others

Teachers: to ensure that the environment is safe and that pupils behave safely and appropriately. Appropriate risk assessments are conducted in consultation with the pupils in line with our expectations.

#### *The right to equal treatment*

Responsibilities:

Pupils: not to demand attention all the time and to try to be receptive and co-operative. To be aware of others and treat each other as you would wish to be treated yourself

Teachers: to allocate time and attention fairly and consistently appropriate to need.

#### *The right to be heard and express opinions*

Responsibilities:

Pupils: to speak but also to listen; not to put others down; not to dominate

Teachers: to encourage pupils to speak, and to listen to others.

#### *The right to move around the school*

Responsibilities:

Pupils: to observe agreed rules for movement and access around the school

Teachers: to establish with pupils agreed codes of behaviour when moving around school.

Pupil independence is to be developed/supported/encouraged at age and stage appropriate levels.

#### *The right to learn*

Responsibilities:

Pupils: to be co-operative and considerate; to do their work on time and to make use of every opportunity

Teachers: to strive to provide a supportive, well planned and positive learning environment

#### *The right to use the school's equipment and facilities*

Responsibilities:

Pupils: to share equipment; to care for equipment

Teachers: to allocate use of facilities and equipment appropriately and fairly

### **Rules**

Every member of the school has six basic rights:

- To be safe;
- To have equity;
- To be listened to;
- To move around the school safely;
- To learn and work in a positive and supportive environment;

- To have access to use and share equipment.

These rights are maintained through rules. Every member of the school has a responsibility to observe and follow these rules.

- Pupils will be guided towards taking responsibility for their own behaviour and the rules support them in this.
- All classes will establish the rules at the beginning of each year and they will be reinforced at the start of each new term.
- The rules/expectations operate in all areas of the school.
- The rules/expectations are written in a positive way by the teacher and class together.
- The rules will be fair, and establish/reinforce behaviour expectations.
- They will be published and displayed in the classroom.

Rules of the classroom are considered between pupils and staff and may include:

- A communication rule
- A treatment rule
- A movement rule
- A safety rule
- A problem solving rule
- A learning rule

### **Managing behaviour in the classroom**

The curriculum, quality of teaching and powerful, positive relationships are central to building esteem, ownership and success and as a result developing and supporting good behaviour.

The content of the curriculum and the method of its delivery are fundamentally linked to meet pupil needs irrespective of ability. We emphasise the importance of a stimulating curriculum, suitably differentiated, which achieves the best possible match between the needs and interests of the pupil and the curriculum they are required to follow.

Specific curriculum contributions broaden pupil perception of managing their behaviour and developing skills such as assertiveness and conflict resolution, as appropriate to their age and a range of situations likely to occur in school. The promotion of self-discipline, a sense of care and respect for oneself and others and a dislike of irresponsible behaviour, are positively encouraged.

It is in a well organised classroom, that sets clear and understood expectations for 'appropriate to need' learning opportunities, that the potential for conflict is significantly reduced. Positive 'can do' attitudes and associated individual/team ethos and pupil voice also strongly contribute to behaviour success. We believe that children should be as successful as possible in their school learning and recognise that their behaviour and that of their peers has an effect on this learning.

Circle time or other relevant 'pupil voice' strategies are carried out in each class as a means to support pupil voice and class 'team' ethos. It is seen as a discussion time, where the pupils are encouraged to express their thoughts and ideas. Classroom rules are few in number and updated as necessary. Teachers devise ways of teaching the rules and praise children who are seen demonstrating them. Children are actively involved at appropriate times in discussions, drafting, evaluating and understanding the need for such rules.

### **School Council**

At the beginning of the academic year each class (with the exception of Reception and Year 6) votes for two representatives from their class to be on the School Council. Year 6 vote for the key roles i.e. Chair, Vice Chair, Secretary, Treasurer. The Reception Class do not have any representatives. The children are encouraged to vote for representatives they trust, who are good role models, are friendly and they can relate/talk to.

The School Council meet during lunchtime once a fortnight with the PSCHE Subject leader. The School Council is run by the children with the adults supervising and guiding if appropriate. Members of each class are aware that if they want an issue raised at a School Council meeting they must inform their class representative. Agendas and minutes are produced by the secretary and time is given in each class for school council feed-back and discussion so that the children can see that their issues are being met. Regular Council assemblies take place and a report is also sent to the governors.

Aims of the School Council:

- To give children a voice on school related issues
- To befriend the friendless
- To act as an extra pair of eyes and ears
- To make sure no one seems unhappy
- To listen to any moans and groans
- To tell teachers of any problems – not stand by and do nothing
- To attend the School Council meetings
- They are school friends
- To enable children to take an increasing and active responsibility for their own development and that of others (a collective responsibility is encouraged).

### **Voluntary helpers and visitors**

We would expect the children to be equally respectful and well behaved with all adults. Children should address all adults by their formal title to encourage courteous behaviour to all. It is also important that adults who regularly help in school are aware of the classroom rules, confidentiality expectations and ethos of the school.

An information letter setting out expectations and actions as well as thanking them is provided for each helper.

## **Lunchtimes**

Although the Head teacher, Deputy Head teacher, and indeed most staff, are normally available, lunchtime supervision of children's behaviour is initially the responsibility of the Midday Assistant team, led by the Senior MDA, and is consistent with the aims and ethos of Hatfield Heath Primary School and this Behaviour Management Policy.

Midday staff record inappropriate behaviour in an incident book, which is checked by the Head teacher or Lead team member. The Senior MDA alerts the Headteacher when such incidences have occurred. Midday staff inform class teachers at the end of lunchtime if incidents have occurred which involve their pupils. Class teachers follow up these as appropriate. Where deemed necessary, the incident is recorded within the class book at the request of the Class teacher. The Head teacher and Lead team monitor, evaluate and circulate findings, as well as any relevant subsequent actions.

A member of the admin team monitors the First Aid book to check for any patterns or unexplained injuries or incidents.

The Midday Assistants are provided with training as part of the ongoing school development plan. The role of the Midday Assistants is highly valued by our school. They are seen as central to the success of this policy. The Midday Assistants have regular meetings with a member of the Lead team so that together, they are able to monitor the lunchtime supervision. There are playground rules and wet playtime rules, designed by the children and staff together, for the children to follow.

20 children from Year 5 and 6 have been trained as play leaders and run activities for other children in the school at lunchtimes. They set up their activities in a designated area of the playground and are monitored by the Midday Assistants. Additionally, the Lead Midday Assistant took part in the training alongside the Year 5 and 6 children. The play leaders regularly meet with the PE leader to discuss ideas for games and activities. All games and other equipment are shared fairly between all the children with class rotas that all members of the school are aware of. All lunchtime clubs are supervised appropriately and fit into the lunchtime procedures.

## **Rewards and sanctions**

The school strives to achieve the right balance between:

- Rewards and sanctions
- Rewarding consistently good behaviour and rewarding improved behaviour.

It has long been established that rewards are more effective than punishment in motivating pupils. By recognising, praising and rewarding positive behaviour, others will be encouraged to act similarly.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively

rewarded. Each member of staff (including support staff) has their own personal way of positively rewarding good behaviour, but on a whole school level rewards might include:

- Stickers or certificates
- House/effort points
- Visit to the Head teacher , Deputy HT or Senior Staff
- Special mention in assembly or Heath Headlines
- Reporting back to parents of good behaviour
- Display of work in a sharing assembly
- Name in the termly 'Praising Book'
- Earned rewards

Praise and rewards may be for an individual pupil, group or whole class. It is advisable to pay attention to those who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. This can help improve relations with parents/carers who hope to see improvements following challenging behaviour by a pupil.

*Know your child, praise can be given in many ways and some would much prefer a quiet appreciation/recognition than a big hullabaloo in front of others.*

### **Inappropriate behaviour and sanctions**

With rights comes responsibilities and our pupils need to understand that although our policy is to praise good behaviour, inappropriate behaviour will be dealt with by the use of the following stepped sanctions that were originally designed by the children and staff with parents and governors consulted. These, as well as the playground rules, are displayed in the school and each of the Midday staff has their own copy:

1. **Reminder** – anyone who is causing a concern will be actively involved in recognising the gap between their behaviours and our expectations. Praise given when the child models the good behaviour.
2. **Warning** – If a reminder is not enough and the child makes the wrong choices they will be given a warning. They may be told to work in a different area of the class or play elsewhere on the playground/field. Again, praise given if positive behaviour seen.
3. **Time Out or loss of privilege** – At an age and stage appropriate level a loss of privilege or short period of time, e.g. miss part of play/lunch, will be given where the pupil has time to think, reflect and avoid making matters worse. This may be standing or sitting on their own at break, lunch time, or in the class. If kept in at play they will be supervised. The incident will be recorded in the class behaviour log and possible the lunch time monitoring book.

4. **Time Out or loss of privilege – increased time (detention)** – Whilst it is rare here at our school, if the pupil, despite understanding the right and wrong approach continues to repeat the behaviour then the expectation will stay the same but the sanction will increase. If in class time they may be taken to another class. At the end of the time out or lesson the incident will be discussed with the child with the view for behaviour to modify with immediate effect. It will be recorded in the class behaviour log and possibly lunch time monitoring book. Parents may be informed to seek an understanding of issues, share any background information and ways forward found. Should the pupil not accept the situation then this moves to stage 5 and senior staff will be called. Parents will be informed with the expectation of working together to quickly resolve the concerns.
5. A behaviour support plan may be implemented – all parties will be involved. The implementation timing is flexible and dependent upon issue, need and likelihood of engagement and success.
6. On occasion, time out away from their class may be implemented over a period of time to enable work to go on that makes it safe for the child to return to the class with a far lessened chance of repeat. This internal placing of the child is done to ensure that exclusion is less likely. It is also done to allow the class to have a period of stability in their learning and become skilled at ignoring poor behaviours.
7. Time will be given but if the pupil is unable/unwilling to calm down, recognise and take responsibility for their behaviour and comply with the school's expectations then the parents will be contacted and child sent home being clearly too distressed and emotionally unable to behave and learn. Other pupils' learning and well-being should not be disrupted. Discussions will be arranged with the parents to consider a positive pathway forward. The child will be involved as and when appropriate.
8. If the offence/incident is serious or repeated with no regard for school expectations or other people's well-being or learning then there is a distinct possibility that this could lead to a fixed term, or indeed, permanent exclusion.

In some cases a partial timetable may be implemented e.g. the pupil attends for half days, misses lunch times or starts and leaves before/after other children have arrived/left. The wish here is to avoid the times, opportunities and issues that may trigger a recurrence and enable joint work to go on that supports the changes required.

The severity of the incident may mean that steps 1 – 4 may be omitted to ensure that the seriousness of the issue is reflected in the sanction deployed. Guidance may be sought from agencies such as the Social Emotional & Mental Health Team (SEMH) (LA) but if the incident has come out of the blue then the school has the right to act immediately to ensure that no child or staff member is put at risk of assault, fear or abuse. Indeed, at such times, it can be very helpful to give all involved parties time to reflect, meet and consider next steps without the situation potentially becoming

even worse. Further details, rights and responsibilities at this level can be found in our Exclusions Policy.

The School will strive to support a child and family through challenging times and, where appropriate, work with families seeking the advice and guidance, or indeed, more formal support, from other professional agencies and bodies. It has, however, very clear views on extreme behaviour, racism, bullying, stealing, drugs and carrying offensive weapons and our actions will be clear, immediate and firm. Incidents of bullying, racist comment or extreme behaviour are, along with subsequent follow up actions, reported to the Directors and Governors. **In certain circumstances the police and/or other Local Authority agencies will be informed. The Directors, DfE and Professional Associations also take a strong view and in some circumstances legal advice and action will be taken.**

At certain stages, certainly from point 3, the children or child will normally fill out a form explaining what happened and what can be done to ensure it won't happen again (Five 'Ws', see appendix A). This may be sent home or shared with parents.

In other circumstances, a letter, written by the child explaining what has happened, may be sent home or shared with parents.

When trying to resolve a situation pupils will be initially interviewed away from those they are in conflict with.

When parents are informed and/or involved in the discussions the school will endeavour to meet with them no later than the next working day.

If physical contact is made then the pupil/pupils concerned, at the very least, will suffer loss of privilege, i.e. loss of own time (lunch) and parents informed. Apologies would be sought from offending parties.

If conflicting parties do come together (i.e. for an apology) then the scene must be a balanced one in both confidence and number (i.e. not one Infant and five Juniors). Assurance should be sought to confirm that the child/children understand clearly what has happened, what is expected of them and that they feel they have been fairly treated. It must not be a forum for further intimidation.

The exclusion of a pupil is always the last resort and usually follows an attempt to modify a child's inappropriate behaviour. However, if there has been a physical attack exclusion may be the most appropriate immediate sanction. Temporary exclusion may be seen as a positive opportunity for a 'cooling off' period in order to establish an objective view of the situation. All exclusions will follow statutory LA/DfE procedures.

In certain cases a '**managed move**' to another school may be considered. Should a child join the school from another where exclusion has resulted, Hatfield Heath School will seek and clarify all available information relating to the pupil's journey and exclusion and reserves the right to manage discipline and expectations at the same level as in the previous school until circumstances prove otherwise.

## **Coping with challenging behaviour**

### **Physical contact and intervention**

Please refer to the [Restrictive Physical Intervention Policy](#).

### **Our approaches to dealing with bullying, racial/sexual harassment**

Please refer to our [Anti-Bullying Policy](#).

### **School Premises**

We are aware of the evidence indicating links with the appearance of the school premises and the behaviour of pupils. We value our surroundings and encourage the children to share our high expectations in keeping the school premises in good order. We change the displays of children's work regularly and make the premises as interesting as possible. Each child should have a time when their work is displayed and names should always be put on the work. We are always exploring ways of making the play areas for the children as stimulating as possible within the restraints of the present budget. A variety of playground equipment is available and is rotated fairly amongst the children. There are designated areas of the playground for each Key Stage, sports and quiet play to reduce the possibility of accidents occurring.

### **Links with home**

Parents/carers have a vital role in shaping and developing attitudes which produce good behaviour in our school. Staff will usually informally contact parents if there has been a minor issue of concern regarding their child that we think they should be aware of. We recommend that parents should take full advantage of all formal and informal channels of communication made available by our school. Parents are to be made aware of the sanctions that are followed and their full support is encouraged and expected. The children are on a journey finding out about themselves and others and, from time to time, things can go wrong. Between us we can normally make things happen and positives occur.

*The school asks parents/carers:*

- To keep them informed of behaviour difficulties they may be experiencing at home;
- Inform them of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family;
- Inform them about their child's ill health and any absences connected with it;
- To model good behaviour and show respect for staff at all times even if you feel we have not acted as you think we should have. Share that with us not the children please.

*The school will endeavour to achieve good home/school liaison by:*

- Promoting a welcoming environment within the school;

- Giving parents/carers regular constructive and positive comments on their child's work and behaviour;
- Encouraging parents/carers to come into school on occasions other than parents' evenings;
- Keeping parents/carers informed of school activities by letter, newsletter, website etc;
- Involving parents/carers at an early stage in any disciplinary problems.

### **Evaluation**

This policy will be regularly reviewed and updated as required by changes in school policy and practice.

Revised and updated – May 2018

Next review – **Summer term 2020**

APPENDIX A



Let's Solve the Problem Together!

**Remember the 5 Ws**

What's the problem between us?



Why do I/you think it happened?



What rule was broken?



What can I do to make things better?



Who could I ask to help me?



## **APPENDIX B - GUIDELINES FOR GOOD RELATIONSHIPS**

From LDA - Turn Your School Round – by Jenny Mosley ISBN 1-85503-174-4

- **Treat all children fairly and equally**

It is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Do not act on hearsay, only act on what you are sure you saw.

- **Be friendly and approachable**

Children need to see you as someone who is approachable and ready to listen to them. A cold and distant manner will stop them from approaching you.

- **Give gentle reminders**

Children often simply forget some rules, e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.

- **Stay calm**

Try to stay calm at all times. This will help you remain in authority and be effective.

- **Smile**

Try to remember to smile at the children - they will see you as someone warm and friendly.

- **Try and chat**

Be willing to chat to the children about their news, interests and activities.

- **Give praise**

Praise is more effective than criticism so try to use praise frequently.

- **Give incentives**

There are special stickers and incentives that can be used.

- **Be fair**

Be fair with the punishment system – if you do not spot the trouble, do not rely on the word of other children. Take time to talk it through, but look out for it deliberately.

- **Be polite**

Set a good example to the children by speaking politely to them. Ask girls as well as boys to do the heavy jobs.

- **Avoid getting into confrontation**

Do not argue with a child, this undermines your authority. Repeat your request calmly then use your sanctions system.

- **Help a child 'back out' of an awkward situation**

If a child is deliberately rude, ask them to repeat what they said. This allows a child to retract the statement or apologise. Accept any apology graciously and do not continue to scold.

- **Do not shout**

Avoid shouting at all times. If the noise level is high there are other ways you can gain silence. Do not shout in anger.

- **Do not use sarcasm**

Do not belittle children by using sarcasm – this leads to resentment.

- **Do not use labels**

Do not give children negative labels such as 'naughty', 'rude', or 'stupid'. Tell the child their behaviour is unacceptable but remember labels 'stick'.

- **Watch out for loners**

Watch out for lonely or isolated children. Talk to them and try and involve them in games with other children.

## **Appendix C Behaviour and discipline in schools, DfE, January 2016, p4 & 5.**

### **The school behaviour policy - What the law says:**

#### **Maintained schools**

The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils. (Section 89 (1) of the Education and Inspections Act 2006 5)

2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

#### **Academy schools**

7. The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on request.

8. While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.