

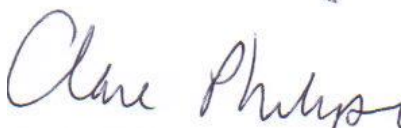


## St Hardulph's Primary School

# Behaviour Policy 2018-2021

*Much of this policy mirrors that in the school's Anti-Bullying Policy and should be read in conjunction with this.*

This policy is reviewed every three years and was agreed by the Governing Body of St Hardulph's Primary School in June 2018 **and will be reviewed again in June 2021**

Signed:  Chair of Governors

Date: 3 July 2018

## Statutory Policy

## Behaviour Policy

### Aims and Vision

At St Hardulph's, **Our Vision** is underpinned by our shared Aims and Values

#### Our Aims

*In partnership with parents, Church and community we aim to:*

- Provide a **welcoming, safe and happy school** with a caring, stimulating environment
- Develop a **passion for learning**
- Nurture **confident and successful learners**
- Encourage the application of **knowledge, skills and practical abilities** relevant to life in a rapidly changing world.
- **Acquire a reasoned set of attitudes** and beliefs based on Christian principles. Also a respect for, and understanding of, other people's religions, moral values and ways of life.
- Encourage a **pride in ourselves** and our achievements
- Teach everyone to show **mutual respect**
- Ensure that **everyone feels valued** and listened to.

#### Our Values



### Introduction

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes.

In this school, we define good behaviour as conduct that assists the school to fulfil its function; primarily, the full development of abilities and social skills of the pupils. We expect our pupils to transfer these positive behaviours beyond school at all times (e.g. on the journey to and from school).

At St Hardulph's Primary School we pursue a positive, assertive approach to behaviour. We believe that our school should be a happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others.

### Policy

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Head teacher.

Class teachers and teaching support staff (HLTAs, TAs and LSAs) have day to day responsibility for the discipline of the children in their classes. They share the responsibility for the sensible behaviour of all children in and around the school with all staff who work within our school community. This should always be managed **within the context of whole school policies**. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.

A **happy, caring environment** is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them

as individuals. Children respond to a caring system that appreciates their needs and their strengths.

**Appropriate behaviour** is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them.

**Self-confidence and self-esteem** are important. Praise is given for politeness and for good or improved behaviour. The school uses the SEAL materials and the Cambridge Personal Development Programme to help develop these qualities through classroom teaching.

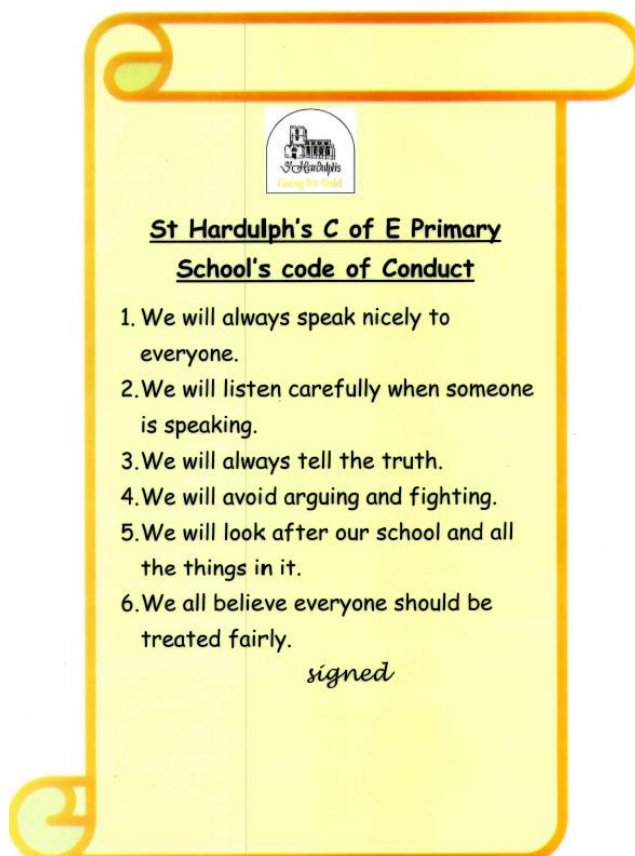
Support staff, part time teachers and supply teachers are informed about problems facing particular children and of the methods being employed to overcome these problems. In this way the children can benefit from a **consistency of approach**.

When necessary, children are given guidance on how to support a child who has been a victim of aggressive behaviour. See *Appendix 1 (If someone is being unkind to you)*

If necessary, behaviour management programmes are developed for specific children.

### **St Hardulph's Primary School's Golden Charter**

The Code of Conduct was drawn up in consultation with the children. It is displayed in each classroom and the children's attention is drawn to it regularly. The staff, governors and pupils will review the Code at least every year.



## Out of School Visits

We are proud of our school's reputation. When pupils are engaged in out of school activities we expect the same high standard of behaviour as in school – based upon the *St Hardulph's Primary School's Code of Conduct*

## Rewards system

Rewards are used to encourage children to take part in school life with an understanding of the importance of:

- Behaviour for learning
- Empathy for others
- Selflessness
- Ambition and motivation
- The rights of everyone

It is important that incentives and sanctions are used fairly, firmly and consistently. The positive aspects of praise and reward should be emphasised, and as such good behaviours should be actively looked for in our school. Good behaviour is an expectation of the children and is often rewarded with certificates and Dojo points which count to an overall house competition. It is important that all teachers and staff use the same system in order to have a whole-school approach to behaviour management.

### Dojo Points at St Hardulph's

In order to continue to celebrate the achievement of pupils in different areas and make these explicit, '**Dojo points**' are to be awarded. Children will score points for showing great:



- **Mathematics points** will be awarded for hard work and/or excellence in maths (points can also be awarded for full marks in mental maths tests, or huge improvement)
- **English points** will be awarded for fantastic writing showing great learning (points can also be awarded for full marks in spellings)
- **Effort points** are awarded for battling when things are hard
- **Creativity points** are linked to subjects other than Maths and English
- **Helping Others** points are for selflessness (for example, holding open a door or helping when someone is in need)
- **Homework points** are given to pupils for completing all of the homework each week (1 point). Shorter term and longer term optional homework tasks will also be rewarded with a dojo point.

Each week, a member of staff will count up the points for each House in all classes and these totals go towards a weekly celebration of the winning house and a star on the board to record the achievement. The stars in turn add up to give an annual winning house. This is to help children see how they can impact upon their 'team'. Dojo points are scored online at [www.classdojo.com](http://www.classdojo.com)

Children can watch as their points grow and parents, who share email details with us, will be able to see how their child is doing in each of the specific areas of achievement.

Ultimately, the 'instant' and 'fun' nature of Dojo points is in the best interests of the children, freeing up more staff time to impact on the learning and progress of the pupils.

### **Minimum Expectations**

The classroom/learning area should be tidy – always paying close attention to health and safety. Anything dropped on the floor should be picked up immediately. Fire exits should be kept clear. These are as much the responsibility of the children as the adults.

*Conversation in the classroom, at all times, should be linked to school work; there should only very rarely be minor behaviour problems because social conflict is avoided by children focusing 100% on the learning task at hand.*

Poor 'behaviour for learning' should be challenged and children's attention drawn to the class charter and whole school golden rules. Poor 'Behaviour for Learning' includes:

- Talking over the adult or other children
- Raised voices
- Wandering around the classroom
- Shouting out
- Not facing the adult/teacher
- Being apathetic to whole class questioning or discussion
- Bringing playground issues into the classroom

Most importantly, it is expected that all pupils and adults in the class give their *full attention* to the adult/teacher leading the session.

It is essential that pupils' behaviour does not negatively affect the learning of others.

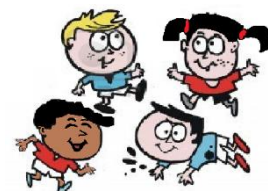
*For some children with specific difficulties, this policy will be differentiated to enable the child to be successful. Some children have more problems with social interaction and with accepting authority. In these rare circumstances, the school will work closely with the child, families and external agencies to help the child to conform to expectations which support 'good order' in the school.*

Teachers should avoid 'moving' children in the classroom due to social problems. The behaviour for learning should be such that social problems do not arise in the classroom. If parents are unhappy that their child is falling out with other children on their table, the teacher should address this by asking themselves why the children are having the opportunity to fall out.

### **St Hardulph's Primary School – Outside**

*To make our playground a happy place, as well as following our Code of Conduct, we will...*

- Play safely so we don't hurt ourselves or others
- Share playground space fairly
- Keep the playground free of litter
- Befriend anyone who is on their own or unhappy.
- Stay out of any places that we have been asked to stay away from
- Let people join in our games, if they want to
- Play nice games; not rough games
- Listen for the whistle to end playtime – line up silently before coming back into school.



## Differentiation

Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs. If in doubt about dealing with a child's difficult behaviour, staff should refer to the **Head teacher** if not the class teacher. If necessary, the Head teacher can help to implement specific behaviour plans for individual pupils.

We like to treat pupils in a calm manner, but there will of course be occasions when a firmer tone is required. Often, a 'private' conversation with the child (without the audience of the rest of the class) has a positive impact upon the pupil's understanding of their behaviour. 'Private' enables the conversation to take place more effectively, without the child feeling embarrassed in front of other people.

## Sequence of consequences

1. Firstly, a 'look'.
2. Secondly, they will be verbally reminded of the expected behaviour (**referring the child to the school's Code of Conduct**).
3. Next, their name could be written on the whiteboard. This is an official warning. They are reminded that good behaviour could lead to their name being rubbed off the board.
4. Next, they will lose 5 minutes of play time in exchange for reflection time. They are reminded that good behaviour could lead to them regaining that amount of play time.
5. For further disruptive behaviours, the child will be told to spend time at the Head teacher's office for up to 10 minutes (giving some time still for the child to go outside to play).
6. Finally, they are sent straight to a senior member of staff to explain their actions. They will also get a note sent home, and exchange the whole break time for 15 minutes of reflection time.
7. If the behaviour is linked to aggressive or other inappropriate behaviours at breaktime, the Head teacher may decide that the child will miss an entire breaktime or lunchtime play in the interests of the safety and well-being of other children

If the behaviour choice is deemed to be sufficiently disruptive, they could be sent straight to a senior member of staff.

1. \*In the following cases, the Head teacher may request that parents come in to school to discuss their child's behaviour and to agree to work in partnership to improve it
  - a. Persistently disruptive behaviour in the classroom which interrupts the learning opportunities of the rest of the class
  - b. Intimidation or aggressive behaviour on the playground
  - c. Stealing
  - d. Racism
  - e. Homophobia
2. For further persistent disruption in line with the previous paragraph (i.e. more than once in a given period of time, based upon the age and understanding of the child), the head teacher may choose to impose:
  - a. A fixed term lunchtime exclusion (in order to ensure the safety and well-being of other pupils)
  - b. A fixed term exclusion (either for the above reason or to help maintain good order and a positive learning environment for all pupils)

- c. A permanent exclusion (with the authority of the governing body) (in each of the above cases, the Head teacher will refer to the Local Authority guidance on exclusions – ‘unofficial’ exclusions will not be imposed as they are illegal)

See also the later paragraph on ‘Exclusion’

*\*It should be noted that behavioural problems only extremely rarely reach number 6 or beyond.*

In all cases above, the school staff will investigate incidents in a fair and open manner, giving all children the opportunity to ‘have their say’. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events. We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required.

*All records of behaviour incidents are kept in a file in the Head teacher’s office.*

At all times, teachers should be looking for children behaving in the right manner and, whilst not rewarding behaviour which could be deemed as ‘the norm’, all school staff should use opportunities to praise children who act as positive role models to others. The most prominent behaviours in our classrooms should be the positive ones and these are rewarded with house points if they are above the expected norm.

**The same system is used at playtimes and lunchtimes** (lunchtime supervisors record behaviour issues in their record books – which are monitored on a fortnightly basis by the Head teacher).

There is **no detention after school and there is no corporal punishment.**

### **Hierarchy**

The order of responsibility for dealing with serious incidents is:

1. Mrs Caroline Wenham - Head teacher
2. Miss Sarah Tyrer (SENCo)
3. Miss Lois Heyhoe
4. Miss Daisy Lynch
5. Mrs Sue Stubbs (as she is part time)

*Any of the above who deal with incidents of serious poor behaviour should complete the Behaviour Incident form (see appendix 4) and this is then stored in the Head teacher’s file.*

### **Physical Restraint**

There may be extremely rare occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable. There will always be at least two members of staff who have undertaken training in Physical Restraint (TEAM TEACH) (currently **Helen Reed, Lois Heyhoe, Rachel Gill and Sue Stubbs**). As far as is reasonably practical, *only* these members of staff will be called upon to carry out restraint. Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject (see Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils. For further clarification, see appendix 2 and appendix 3).

## **Exclusion**

A pupil may be excluded from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she either represents a danger to others, or is significantly stopping other children in the class from learning, the Head may need to temporarily exclude the pupil from the school for a fixed period of time. Such action would always be reported to the Chair of Governors. If a permanent exclusion is likely, the school will refer to the LA policy on exclusion.

***Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.***

Our school has adopted the LA's policy on exclusion.

## **Equality Statement**

At St Hardulph's Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people regardless of their:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

## **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

## **Monitoring of the Behaviour Policy**

The Head teacher will continually monitor the application and effectiveness of this policy. The Personal Development, Behaviour and Welfare Committee will monitor the effectiveness of this policy.



## If someone is being unkind to you

### 1 Tell your...

**Friend** and / or...  
**School Councillor**, then...  
**Teacher**



Always tell  
someone in  
school

- Your teacher will talk to the pupil who is being unkind, the same day if possible, and check to see that the problem has stopped.

### 2 If the pupil continues to be unkind, **tell...**

## Miss Tyrer, Miss Heyhoe or Miss Lynch

- They will talk to the pupil privately. They will remind him/her that he/she needs to stop being unkind. The pupil may miss 5 minutes play at both playtimes.

### 3 If the pupil still continues to behave inappropriately, talk to your class teacher again, they will speak to Mrs Wenham who will...

- speak to the bully and explain that he/she has to miss his/her playtimes for 2 days – at least.
- write to the pupil's parents to explain what has happened and to invite them into school.
- explain that playtimes will be missed until the bully starts to behave kindly towards others.

**Hopefully, the bully will realise that he/she is being unkind and change their behaviour. The problem should stop.**

### 4 If the bully still cannot behave as we would expect in our school

- Mrs Wenham will meet with the bully's parents and explain the outcome of the meeting.
- Mrs Wenham will meet with our governors and ask them whether they wish our school to keep someone who is so unkind to others.

Remember. **Bullying** is something that happens **S**everal **T**imes **O**n **P**urpose

**If you are worried about anything, please talk to an adult in school.**

## Physical Restraint

### **The school will have at least two members of staff who are trained in the use of physical restraint in low risk settings.**

We are required by law to include within our Behaviour Policy a section on the physical restraint of children (Section 93 of the *Education and Inspections Act 2006* - DCSF non-statutory guidance *The Use of Force to Control or Restrain Pupils*). It is not part of our Behaviour Policy to physically handle children, and in the normal course of events it is unnecessary. However, there are occasions when we will touch children - giving them a guiding hand, congratulating them, comforting etc. (reference here should also be made to the school's Child Protection Policy)

### **Aims of the Restraint Policy**

Our aim throughout is to maintain good discipline and to care for each child. Consequently, members of staff will guide a child verbally, but they will only restrain if a child is unwilling to comply with reasonable requests. All members of staff are authorised to act on the Head teacher's behalf, should the need arise.

### **Principles**

There are a limited number of occasions when reasonable force may be used to control or restrain a pupil:

- Everyone has the right to defend him/herself against an attack, provided a disproportionate level of force is not used.
- In an emergency- for example, when a pupil is at immediate risk of injury, or potentially so, any member of staff is entitled to intervene – but **whenever possible a member of staff who is trained in the use of physical restraint should be called upon to manage the situation**
- Similarly, if a pupil is about to injure another pupil, then any member of staff may intervene.
- If a pupil is about to commit a criminal offence.
- If a pupil is about to cause damage to property.
- If a pupil is engaging in behaviour prejudicial to the maintenance of good order and discipline.

### **Examples**

Examples of behaviour that might lead to restraint in our school:

- A pupil is refusing to leave his/her parent/guardian to come into school
- A pupil goes to run out of the classroom and does not stop when told to do so. They may be held by a member of staff and walked back into the classroom where they can talk about appropriate behaviour;
- A pupil has a temper tantrum in the classroom, upsetting to the other children. They may be removed to a quiet area to calm down, for their own safety and that of the other children;
- A pupil gets angry and threatens to hit another child, or starts to do so. A member of staff will intervene, and if necessary hold the pupil until they have calmed down, before taking both pupils to one side to discuss the behaviour and the cause of the disagreement.

### **Methods of restraint**

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at least two members of staff trained in the use of physical restraint (TEAM TEACH). Whenever possible these staff will advise others on appropriate use. However, in the interests of safety, all members of staff are authorised to use physical restraint, *if absolutely necessary*.

The restraint applied should be non-aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstances it may not be possible (or in the pupil's best interests) to exercise physical restraint. The school follows the LA's guidance and practice on the use of physical restraint.

### **Follow-up & Records**

- If a pupil is restrained, it MUST be recorded to ensure that all know about the event and that it comes clearly within the school's Behaviour Policy. It is essential that staff inform the Head teacher verbally after a restraint incident, and then record the details in the Incident Book.

See Appendix 3 for details contained in Restraint Incident forms.

### **Parental Contact**

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).

### **Complaints**

As with all school matters, complaints should be dealt with by the parent seeing the class teacher, and then the Head teacher. If the matter is unresolved, then the parents have the right to instigate a complaint to the Governing Body. See the school's **Complaints Policy**.

### **Children with EHC Plans (formerly 'Statements')**

Children with special educational needs who may need regular restraint should have a HANDLING POLICY attached to their Support Plan. This must be agreed to and signed by the parents before being put into practice. Follow-up to any restraining incident should be recorded and reported to the parents as with any other child.

**St Hardulph's Primary School****Restraint Incident Record**

➤ Date and time of incident	
➤ Name of pupil or pupils involved	
➤ Name of member(s) of staff involved	
➤ Names of any other witnesses	
➤ Details of incident, reason for use of force, location	
➤ Pupil response and outcome	
➤ Details of any injuries sustained by pupil or member of staff	
➤ The record must be signed	

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# Behaviour Incident Record

This record to be completed for incidents involving significant issues of poor behaviour

Date		Time			
Child's Name		Other Children			
Who was present?					
Notes					
Next steps					
Signed		Date		Time	
Further/Follow-up Notes Actions					

*This record to be filed securely in the Behaviour Folder in the Head's Office*