



Harby C of E Primary School

Behaviour Policy

Aims and Expectations:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our strong Christian Values and character education approach support this and enables us to help children learn and apply positive attitudes and behaviours to support them at different times. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school has a code of conduct, but our behaviour policy is not just concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We strive for all children to be polite and well behaved and they are taught and guided to do so. We encourage them to respect themselves and their own property and to have respect for other people and their property too. The children will be presented with good examples from staff on which to model their behaviour, with opportunities for learning through our PSHCE curriculum and through supported intervention when children have specific difficulties. We recognise that all children may experience difficulty at any stage in their education – for a variety of reasons. We do not define children by their behaviours – we look to offer support and guidance in the most appropriate way for the benefit of both the individual and the whole school community.

Key points:

- The school expects every member of the school community to behave in a considerate way towards others, to respect their own and others property and the environment.
- We treat all children fairly and apply this behaviour policy in a way that is consistent but with due regard for children's individual needs.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- The school rewards good behaviour, as it believes that this positive approach will develop an ethos of kindness that reflects a broad range of character strengths and our Christian Values. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Potentially more vulnerable pupils such as those with Special Educational Needs or Disabilities, physical or mental health needs, migrants, refugees and looked after children will receive support according to their needs. Please see the inclusion and equality statement within this policy.
- The Governing Body will monitor the behaviour policy.
- The school will be proactive in developing all children's Personal, Social, Emotional, Health and Citizenship Education skills using the Cambridge resources, ELSA support and Everyone's Welcome initiatives in school.
- The school will seek support from outside agencies, such as the school nurse, educational psychology service, Local Authority inclusion team, as required.
- All staff, students, volunteers will be made aware of this policy and its revisions. The staff handbook contains copies of this document.

Code of Conduct:

The class teacher and Headteacher discuss the school Code of Conduct regularly with each class. In this way, every child in the school knows the standard of behaviour that is expected.

CODE OF CONDUCT

We have three simple rules for pupils that can be applied in everything that we do. These are displayed in school and reinforced through assembly, learning activities and in all aspects of school life.

- Show respect and good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

This code of conduct applies within school and to any trips excursions outside the school grounds.

Rewards and Strategies:

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Staff praise children.
- Staff give children stickers and team points for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school.
- We nominate children to receive Stars of the Week in our 'Celebration' Assembly. These are linked with how the children have shown our school's Christian Values in practice and our character strengths.
- Children's work, efforts and kindness are celebrated in display and publication (e.g. classroom displays, school web site, Link Letter).
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Children are welcomed by the Headteacher and all staff in school for further praise and acknowledgement.

Strategies:

The school employs a number of strategies to support the school Code of Conduct and to ensure a safe and positive learning environment. The strategies are not in a hierarchical list - we employ each strategy appropriately to each individual situation taking account for children's age, maturity, Special Educational Needs and Disabilities, understanding and the circumstances of incidents.

- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
- Issues/incidents are discussed with the whole class exploring ways in which the issues /incidents could have been avoided. Circle time is used for such discussions and children may be referred for ELSA support (Emotional Literacy Support Assistant).
- Discussion and reflection time with children, engaging them in problem solving.

- Verbal reprimand – explaining why the behaviour / action was inappropriate / unacceptable and encouraging thought about alternative actions
- Change of seat / moving a child to facilitate better listening and engagement as a positive step to support good behaviour.
- Use of quiet space / breakout area away from other children as ‘time in’ to support pupils’ emotional needs or as ‘time out’ to give pupils the opportunity to complete tasks alone before re-joining the class.
- Recording significant behavioural incidents and contacting the parents to have a supportive discussion. Patterns of behaviour are monitored to identify any triggers or causes that can then be addressed.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Individual behaviour strategies, such as movement breaks, sensory breaks and activities, chunking elements of the day into smaller steps and individual timetables may be used to support pupils behaviour in a positive way.

When issues/incidents arise staff should:

- Investigate each incident fully listening fairly and carefully to all and acquiring as much evidence as possible
- Establish the facts
- Not over react or jump to conclusions
- Only refer if you cannot resolve or the incident is deemed serious.
- Only judge when certain
- Use appropriate behaviour strategies to support pupils
- Inform other staff and parents as relevant to the circumstance
- Record the incident if serious e.g. bullying, racial abuse and ensure protocol is followed

Bullying (see Anti Bullying Policy):

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place; we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Staff intervention – physical restraint:

Staff only intervene physically to restrain children or to prevent injury to another child, or if a child is in danger of hurting him/herself or damaging property. The actions that we take are in line with Government guidelines on the restraint of children and will be recorded. Parents will be informed and the incident discussed to see if supportive measures are needed to prevent this happening again. Pupils who have identified needs may have a physical handling plan prepared and agreed with parents and staff to support good de-escalation and support of times of difficulty and dysregulation. A number of designated staff in school are 'Team Teach' trained by staff from Oakfield, which is a Local Authority Specialist School. This is a positive behaviour handling strategy that enables de-escalation and distraction to calm situations and safe intervention if needed from trained members of staff to support pupils.

The role of the children:

- To follow the school Code of Conduct in all aspects of school life and the school day.
- To report any concerns about the behaviour of others to a trusted adult in school.
- To ask for help and engage with staff during any times of difficulty.

The role of the class teacher:

- It is the responsibility of class teachers to ensure that the school Code of Conduct is promoted in their classes, and that their classes behave in a responsible and disciplined manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and applies the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child is not following the Code of Conduct the class teacher deals with incidents themselves. However, if behaviour continues, the class teacher seeks help and advice from the Headteacher. Parents should be informed at an early stage.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or wellbeing of a child.

The role of the Head Teacher:

- It is the responsibility of the Head Teacher 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 the responsibility of the Head Teacher to ensure that the policy is implemented with due regard for the Equality Act, ensuring there is no discrimination.
- It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The role of parents:

- Our school information and policies are shared on our website and we expect parents to support these expectations with their children.
- The school collaborates actively with parents, so that children receive consistent messages about how to behave from both home and school. This is reinforced through our values and character strengths.
- We expect parents to support their child's learning, and to cooperate 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 immediately if we have concerns about their child's welfare or behaviour.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the concerns then the complaint policy can be followed, using the appropriate channels.

The Role of Governors:

The governing body has the responsibility of approving the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

Fixed-term and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school will follow statutory guidance in a lawful way in respect of any decision to exclude being made. Further information on this guidance can be found at <https://www.gov.uk/school-discipline-exclusions/exclusions>

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the Local Authority and the governing body about any permanent exclusion and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The governing body will form a discipline committee which 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 child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

Monitoring and review:

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the equality act and that no pupil is discriminated against or treated unfairly due to a protected characteristic or disability.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Parents and pupils' opinions are audited annually through the schools questionnaire. This will help develop our policy and practice.

Supporting Children:

Children with identified difficulties may be supported in a number of ways to promote positive behaviour and attitudes to learning. Their personal, social and emotional needs will be considered and the SENDCo may be consulted to offer support and advice as appropriate.

- Use of Emotional Literacy Support (ELSA)
- A support programme with precise realistic targets
- Rewards programme with precise realistic targets
- Designated staff contact person and 1:1 support staff
- Daily monitoring
- Home/school communication
- Social and emotional group activities to teach and model behaviours and skills
- Support from specialist outside agencies and the Local Authority

Inclusion and Equality Statement:

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, sexual orientation or

identification, Special Educational Need or Disability will be discriminated against. The school's Equality Objectives will be followed and the use of stereotypes will always be challenged.

Please Note: This policy covers all activities connected to Harby Church of England Primary School e.g. Planet Play's After-School and Breakfast Clubs and after-school activities.

This document should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Equality Objectives
- PSHCE Policy (including Sex and Relationship Education)
- ICT Acceptable Use Policy
- E-Safety Policy
- Child Protection and Safeguarding Policy