

# Draft Behaviour Policy



## Hevingham & Marsham Primary School Partnership

T H I N K • L E A R N • C R E A T E

<b>Reference and Source Document :</b>
School written policy with reference to Ofsted documents and the SEN Code of Practice.
<b>The key purpose:</b>
To clearly set out the way that our schools monitor and support SEND in our settings using the local funding offer and cluster networks to ensure all children have the same opportunities and the best possible outcomes.
<b>Lead Staff Responsibility:</b>
Head teacher and Governing body.
<b>Governing Body Responsibility :</b>
Teaching and Learning Committee
<b>Reviewing Cycle and next date:</b>
Annually- November 2019
<b>Approved by Leadership Team on:</b>
N/A
<b>Approved by Governing Body on:</b>
<b>Signature:</b>

## Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. School Ethos.....	3
4. Roles and Responsibilities .....	4
5. Definitions .....	5
6. Rewards and sanctions.....	6
5. Behaviour management.....	7
6. Bullying.....	8
7 Confiscation .....	9
8 Pupil Support .....	9
9. Pupil transition .....	9
12. Links with other policies .....	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: system of rewards .....	12
Appendix 3: system of sanctions.....	13

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# 1. Aims

At our schools we believe that positive behaviour management leads to a positive learning experience where everyone has the right to feel safe and secure. We also understand that like learning in any other area, different approaches are needed to suit different individuals and circumstances to support behaviour development.

Our schools have a central role in the children's social, moral and emotional development just as it does in their academic development. High standards of behaviour are defined and are expected across all areas of school life.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting approaches. At school we insist on our high standards of behaviour being adhered to. They are founded on the basic principles of **kindness, respect, perseverance and motivation**. It follows that acceptable standards of behaviour are those which reflect these principles.

This policy aims to:

- Create an environment which encourages and reinforces positive and appropriate behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be acceptable and unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions and ensure they are widely known and understood

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#) -In conjunction with the latest Norfolk STEP's training
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. School Ethos

### 3.1 General Standards

All adults working with the children at our schools have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to

- Create a positive climate with realistic expectations

- Emphasise the importance of being valued as an individual within the group
- Promote through example: kindness, respect, perseverance and motivation
- Provide a caring, engaging and effective learning environment
- Encourage relationships based on kindness, empathy, respect and understanding the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability, religious beliefs and disability
- Show appreciation of the efforts and contribution of all
- Give due regard to specific needs regarding any disabilities that may have impact on behaviour
- Respond and behave professionally, always trying to maintain a positive outlook

### **3.2 The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid disengagement which can lie at the root of poor behaviour.

Lessons should have clear objectives, understood by the children, and should be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **3.3 Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which enable children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Specific behaviours should be dealt with in a sensitive manner in order to maintain positive relationships.

## **4. Roles and responsibilities**

### **4.1 The Governing Board**

The Governing Board of Hevingham and Marsham Primary Partnership is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

They will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board of Hevingham and Marsham Primary Partnership, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording misbehaviour incidents in the Incident Record, Orange and Red Registers

The senior leadership team will support staff in responding to behaviour incidents.

### 4.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 4.5 Pupils code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all
- In class, allow for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Ensure they have correct equipment to participate in school activities e.g. PE kit and book bag

## 5. Definitions

**High standards of behaviour** is defined as:

- Supportive to all children's learning
- Mutually respectful of everyone's needs in our schools
- Remembering manners including meal times
- Having a positive learning attitude
- Demonstrating empathy and supporting others

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of school work
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Spitting
- Swearing
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **6. Rewards and sanctions**

### **6.1 List of rewards**

Positive behaviour will be rewarded with:

- Praise
- Moving on to gold on the class behaviour chart, this will also result in the child being added into the Gold Register
- House points
- Good work slips related to our four behaviour principles
- Headteachers award
- Letters or phone calls home to parents

Please refer to Appendix 2 to support with our rewards system in place in school

### **6.2 List of sanctions**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder and moved onto yellow on the class behaviour chart

- A second verbal reminder and moved onto orange on the class behaviour chart, this will also result in the child seeing a senior member of staff to add into the Orange Register
- If behaviour continues, children will be put onto the Red Register. The child will be given a red card and their teacher will speak with parents at the end of the day. Children can automatically be given a red card if they spit, swear or deliberately hurt another child or adult in school. There will be a consequence such as writing to the child they hurt and missing lunchtime play
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Meeting with parents with written record
- Agreeing a behaviour contract based on a Pastoral Support Plan (PSP)

Please refer to Appendix 3 to support with our sanctions system in place in school

### **6.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. This includes issues around cyber bullying. The school reserves the right to get involved with children's behaviour outside of school in the local community such as at local youth clubs etc.

### **6.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will ensure parental involvement at all stages of any investigation and appropriate consequences will be set for the pupil in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **7. Behaviour management**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.3 Restorative Justice

All staff are trained to use de-escalation techniques as advised by Norfolk STEPS. This involves using a prompt script consistently with all children. Using this script allows children to discuss and talk about their emotions leading to a peaceful resolution of different situations.

After more serious incidents, children are encouraged to use five questions to help resolve conflict between themselves and others. Our school Bully Busters are also trained to support children when conflict arises.

Five Key Questions to Help Resolve Conflict;

- What happened?
- What were you thinking/feeling?
- Who has been affected, and how?
- What do you need so that things could be better?
- What needs to happen to repair some of the harm that has been caused?

If any incident requires further adult support, this will be recorded on a Debrief Form and logged in the Incident Book. Parents at this point may be informed.

### 7.2 Physical restraint

In some circumstances it may be necessary for staff to use reasonable and proportionate force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

In order to support staff members to make decisions about when to use physical restraint, the schools will provide regular training from Norfolk STEPS. Individual plans will be put in place for specific children when a need is identified.

## 8. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Causes harm



Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

## 9 Confiscation

**Any prohibited items (listed in section 5) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 10. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief and sex) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **11. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Equality Policy
- Restrictive Physical Interventions Policy
- Touch Policy
- Anti-Bullying Policy
- Online Safety Policy
- Data Protection Policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the resolution of misbehaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Board of Hevingham and Marsham Primary Partnership yearly.

## Appendix 2: system of rewards

All rewards are linked to the following behaviour principles;

### **kindness, respect, perseverance and motivation**

#### **House points:**

- Teachers will award House Points to children when earned, only one house point can be given at any one time to ensure parity of the system across the schools
- House Points will be added to a class chart by the children on the basis of trust
- House leaders, children appointed half termly, will collect the points tally from the classes to add to the total in the hall with the scores being revealed each Friday in celebration assembly
- Children will be split into four houses which will also have staff allocated to it, from those staff members a House Captain will organise events and teams for their house
- Each house will have a board space that they will be able to decorate as they wish that will display their House Points total
- At the end of the year a House Cup will be awarded to the house with the most points

#### **Recognition Awards:**

- Each class will continue to have a behaviour chart with orange, yellow, green and gold sections
- All children will start on green each session, allowing fresh starts for behaviour
- Throughout the week, if a child goes onto gold they will receive a recognition slip from the adult putting them on to gold
- This recognition slip will record which value the children worked towards and what action they did, it will go into the Golden Box in the hall
- Adults will randomly pick out recognition awards to read and share with all pupils in celebration assembly, all recognition awards will be sent home with the children for parents to read
- During celebration assembly a Headteachers award will also be given out, the child will receive a certificate and be recorded in the Golden Book

#### **Class rewards:**

- Class teachers are able to instil their own class reward system such as collecting marbles in a jar in order to encourage children to work collaboratively
- Any systems in place will not add to the House Points system and will be agreed with the class at the beginning of the year
- Class reward systems will be discussed in conjunction with the class rules that are set early in September

## Appendix 3: system of sanctions

All sanctions are linked to the following behaviour principles;

### **kindness, respect, perseverance and motivation**

#### **Class Behaviour Charts:**

- Each class will continue to have a behaviour chart with orange, yellow, green and gold sections
- All children will start on green each session, allowing fresh starts for behaviour
- If a child is demonstrating misbehaviour anywhere in our school they will have a brief discussion with the adult moving them on the chart
- The child, after the reminder, will move their name or peg down onto yellow
- If the child needs a further reminder, they will move their peg to orange, they will then need to have a conversation with a senior member of staff and be logged in the Orange Register
- Parents will be notified when children are repeatedly in the register and this meeting may result in a Pastoral Support Plan (PSP) being put in place

#### **Issuing a Red Card:**

- In the instance where a child spits, swears or deliberately hurts another child they will be issued with a Red Card
- The teacher of that child will have to meet with parents, discuss the issue and record on a meeting with parents' sheet what actions will be put in place to support the child from repeating this misbehaviour.
- As a consequence that child will miss their next full playtime (either morning break or lunch break) in order to complete a debrief sheet with a teacher and follow restorative justice practise
- Each class will continue to have a behaviour chart with orange, yellow, green and gold sections

#### **In school, Fixed Term and Permanent Exclusions:**

- In the case where a child is not able to follow our behaviour policy and is continually making choices that jeopardises others safety and learning, there may be the need for an in school exclusion. This could be having separate break times, or being educated out of class
- If this is not resolving the issue and more incidents are occurring, there may be the need to issue a fixed term exclusion. This will enable the school to create a safer learning environment for the child by sourcing support from outside agencies
- In serious cases, when all other options have been exhausted the decision may be taken that our school is not the most suitable placement for that child. In that instance a permanent exclusion may occur



