

Hartest CE Primary School

Behaviour Policy



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| Prepared By | <i>Liza Colville – Head of School</i> |
| Approved by the Committee/Governing body | <i>LGB – Hartest CE Primary School</i> |
| Signature of Chair of Governors | |
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1. Introduction

"Inspiring, Nurturing, Caring"

We are proud to belong to Hartest CE Primary School. Everyone is valued in our caring Christian community. They have the right to feel respected and be treated appropriately. Each individual is responsible for their behaviour. As adults we model positive and acceptable behaviour, even when tested!

2. Aims

- To promote an environment where everyone feels happy, safe and secure.
- To foster a Christian, caring and supportive community whose values are built on trust and respect for all.
- To support all members of the community so that they may work together to provide the best opportunities for learning.
- To provide a structure where inappropriate behaviour is managed in a firm but fair manner.
- To provide a consistent approach to behaviour management.

3. Our approach towards behaviour management.

At Hartest CE Primary we take a positive and consistent approach to behaviour management. We aim to equip children with the social and emotional skills to make good choices about their own behaviour in all situations. This involves developing confident children with high levels of self-esteem and resilience.

School Rules

Our whole school rules are:

Follow rules for speaking and listening.

Be respectful.

Walk around the school quietly.

Be polite and helpful.

Keep hands and feet to yourself.

Be honest.

Use kind words.

Wear the correct uniform.

Always do your best.

Rewards

- Praise
- Stickers
- House points
- Class rewards
- Notes and emails to parents
- Sharing positive behaviour in assembly; BLP, School Rule and Christian Values.
- Sharing positive behaviour with another member of staff.
- Certificates; Achievement, Pupil of the Week, Out of School.
- Privileges

Consequences

- Reminder
- Warning
- Thinking time. Reflecting on the Zones of Regulation.
- Missing some break/lunchtime
- Talk with Head of School/Executive Headteacher
- Incident Report
- Behaviour Report
- Tracking sheet and parent involvement
- Individual Behaviour Plan

Tracking of children's behaviour

As a school we are now using an online system to keep a record of behaviour. This is regularly monitored by the Senior Management Team.

Children who receive no warnings about their behaviour will receive a half termly note to parents.

Leadership and Management

The management team will model respecting behaviour and language for the pupils and staff. **All staff** are expected to react quickly to any examples of poor behaviour. The leadership team are always available to support other staff in the management of pupils and their behaviour. Rewards and consequences should be administered immediately and consistently across the school.

4. Classroom management

Teachers are expected to create a positive classroom environment where praise is used to recognise and illustrate expected learning behaviours, allowing all children the right to learn. Teachers are expected to model respectful interactions and support children in managing their behaviour.

Building Learning Power - Learning behaviours

At Hartest CE Primary School we have decided to explicitly teach the skills needed within 'Building Learning Power', these include:

- Resilience – being ready, willing and able to lock on to learning
 - Absorption – flow; the pleasure of being rapt in learning
 - Managing distractions – recognising and reducing interruptions
 - Noticing – really sensing what's out there
 - Perseverance – stickability; tolerating the feelings of learning
- Resourcefulness – being ready, willing and able to learn in different ways
 - Questioning - getting below the surface; playing with situations
 - Making links – seeking coherence, relevance and meaning
 - Imagining – using the mind's eye as a learning theatre
 - Reasoning – thinking rigorously and methodically
 - Capitalising – making good use of resources
- Reflectiveness – being ready, willing and able to become more strategic about learning
 - Working learning out in advance
 - Revising – monitoring and adapting along the way
 - Distilling – drawing out the lessons from experience
 - Meta-learning – understanding learning, and yourself as a learner
- Reciprocity – being ready, willing and able to learn alone and with others
 - Interdependence – balancing self-reliance and sociability
 - Collaboration – the skills of learning with others
 - Empathy and listening – getting inside others' minds
 - Imitation – picking up others' habits and values

Principles of nurture

All staff understand that the six principles of nurture can help to understand the behaviours of all children and can be used to support children with emotional and behaviour problems:

1. Children's learning can be understood developmentally;
2. The classroom offers a safe base;
3. The importance of developing self-esteem;
4. The importance of developing language to communicate feelings;
5. All behaviour is communication;
6. All transitions can be difficult for some children.

Rule agreements

Rules agreements should be clearly displayed and regularly referred to. Children must be clear about expectations, the rewards and consequences. The use of consequences should be recorded using the agreed system so that a clear record of behaviour is kept.

Voice

It is expected that all adults will talk respectfully to pupils. Shouting is not an acceptable behaviour management strategy except in noisy or dangerous situations.

Psychologically, shouting indicates a problem and raises anxiety issues. It is good practice to teach the class a signal which the adult will use when attention is required. The children can also be taught a signal to show they are giving the adult attention.

Social dynamics

It is important to consider the social, as well as academic, dimensions of children that are working or sitting together. Is the mix supporting learning behaviours or distracting from them?

Appropriateness of task

It is important that task is pitched appropriately to the age, ability and interest of the children. Children need activities to access and engage on during playtimes and lunchtimes, especially wet breaks.

Physical environment

Classrooms need to be comfortable; children need to be sitting comfortably, light and heat levels need to be conducive to learning.

Relationship

One of the biggest influences on managing classroom behaviour is the relationship the adult has with the pupils. Pupils need to trust and respect their teacher and this relationship has to be developed.

5. Behaviour Strategies

Remind the child of the rule that is not being followed

Concisely remind the child of the rule s/he is not following, do not engage in debate e.g. 'Tom you are talking, the instruction is to listen.'

Three part praise

Praise is most effective when:

1. The person is named e.g. Tom
2. The praise is given: well done
3. The behaviour is identified: for putting your hand up and not shouting out.

Proximity Praise

Praising the behaviours that are wanted is a good way of encouraging all children display them and more effective than 'nagging' about unwanted ones.

Attention signals

The class should be taught a signal that shows the adult needs their attention.

Vigilant Ignoring

Ignore the unwanted behaviour and focus and use proximity praise

Options

Providing children with the options available to them to allow them to make an informed decision.

Fairs Pairs

Ignore the unwanted behaviour and praise a wanted behaviour, for example:

Nathan is shouting out answers in a class question session.

Two or three are putting up their hands to answer questions.

Teacher: "Gary, I like the way you're remembering to put your hand up.

What's your answer?"

Gary answers.

New question.

Teacher: "Great Sian. Your hand is up. What do you think?"

One or two others who don't always put their hands up do so.

Teacher asks them for answers praising them by name for putting their hands up.

Nathan still tries to call out but is met by 'vigilant ignoring'. Finally he puts his hand up to answer a question.

Teacher: "You've got your hand up Nathan, that's good. What can you tell us?"

Not reinforcing learned behaviours

Tantrums and refusal to follow instructions can be learned behaviour – any recognition can be a reinforcement of this behaviour. So, the most effective response is to do as little as possible. The bad effects of the behaviour will need to be managed, and that may mean intervening to stop others being hurt or damage to property, removing the other children from the room etc. But while this is being done, you should be trying to ensure the least possible attention to the child having the tantrum. And once the tantrum has receded the pupil should come back to the class with no discussion of the incident at that time.

Later the incident should be followed up with the child. If this behaviour is regular an Individual Behaviour Plan will need to be developed with the child, school and parents.

(Appendix A)

Flowcharts

Where there are children with IEPs or IBPs, they have a flowchart of phrases/approach to ensure consistency. (Appendix B) These flowcharts are personalised for each child by the adults who work with the child. They are filed online and a paper copy kept in each classroom for any adults that work in the room.

6. Consequences

Levels 2-8 need to be recorded on CPOMS by the member of staff who is managing the initial behaviour.

| Level | Example of Behaviour | Consequence |
|--------------|---|---|
| 1 | Chatting Fidgeting Not listening Making noises Not working/off task Aimlessly wandering General low level disruption | Low level reminder; verbal e.g. look or warning by adult |
| 2 | Repeated Level 1 behaviour after interventions and reminder Petty name calling | Class agreed consequences i.e. thinking/quiet table/bench timeout Consider removal of school privileges i.e. Miss some of break time (class based)/ timeout in another room. Complete a THINK SHEET. (Appendix C) |
| 3 | Hurtful Name calling (including through the use of devices) Failing to follow instructions Moving around the school or classroom inappropriately. Being in school without permission during break and lunch Being deliberately obstructive Inappropriate use of school equipment Timewasting Being rude, disrespectful or answering back to an adult Rough play | Member of staff to fill out online behaviour form and child to miss break-time (Y1-6) or immediate internal time out (EYFS) Complete a THINK SHEET (discussed/recorded with an adult as appropriate). |
| 4 | Repeated level 3 behaviour | Member of staff to fill out online behaviour form and child to miss break-time (EYFS-6) (EYFS/KS1 – same day) Child also misses 15 minutes of the next lunchtime. |
| 5 | Any form of physical or verbally aggressive behaviour (including retaliation), hitting, poking, kicking, swearing of any kind, pushing, pinching, spitting and/or biting Throwing small items Graffiti Use of blasphemous phrases after warnings Deliberately damaging school or another pupil's property Leaving a classroom without permission Inappropriate use of technology/devices e.g. computers, phones Inappropriate use of language and actions. | Member of staff to discuss with the children and then fill out online behaviour form. If this cannot be resolved in a timely manner, then call for Head of School/ Executive Headteacher. Parents informed of the incident by class teacher. If involving a device, then the device will be removed and the parent will need to collect from the office. Device will then be banned from school. Child missed next break and lunchtime (Y1-6) or immediate timeout (EYFS) Complete a THINK SHEET. (discussed/recorded with an adult as appropriate). |
| 6 | Repeated level 5 behaviour (more than 2 in a half term) Serious physical contact with intent to hurt. Racist or homophobic remarks Bullying | Head of School or Executive Headteacher to arrange meeting with parents to discuss behaviour. |
| 7 | Repeated level 6 behaviour or/and behaviour that puts themselves, any other children or adults in danger. | Formal written warning from Head of School or Executive Headteacher sent to parents. Copy to be kept on child's file. |
| 8 | Repeated level 7 behaviour after formal written warning issued to parents. | Lunchtime exclusion Fixed term exclusion Formal exclusion. |

All paperwork for Stages 6 – 8 will be kept in the child's file for the time they are at Hartest.

The above guide is to promote consistency in the application of sanctions. Individual behaviour plans may override these sanctions at the discretion of the Executive Headteacher, Head of School and/or SENDCo.

7. The STAR Approach

Sometimes pupils can present very difficult behaviour which may be regarded as challenging. For instance, it may be a serious block to learning new skills, or it may be disruptive of the education of other pupils, or it may be harmful to the pupil or others.

We should always take the attitude that pupils behave in these ways for reasons which are important to them even if they are difficult for us to understand. It is essential that we find out what those reasons are if ever we are going to encourage a pupil to behave in more appropriate ways. If challenging behaviour occurs, it is essential to identify in consultation with parents and staff a package of intervention procedures designed to meet the individual pupil's needs. This intervention must have very clear targets and carefully planned strategies.

The STAR approach requires analysis and intervention at the following levels:

- S - Settings
- T - Triggers
- A - Actions
- R - Results

Internal and personal influences may include, a lack of self-esteem, anxiety states, sadness and depression, boredom, communication problems, pain, tiredness and poor physical health, disordered thinking, a lack of social understanding, or an inability to occupy self.

- Triggers are defined as the particular signals which set off specific actions. They occur just before the behaviour and either increase a personal want, suggest a likely threat, or signal the availability of a desired reward. Examples include a change in activity, a new instruction, a high noise level, a memory of an event, the presence of a person who always responds in the desired way. The emphasis on triggers in the STAR approach reflects the increasing emphasis upon stimulus control in behaviour modification.
- Actions are the challenging behaviours themselves. The STAR approach emphasises that the challenging behaviour must be defined in term of observable behaviours.
- Results are the consequences which immediately follow the challenging behaviour. Results may be positive, negative or neutral. Where a "result" / sanction is given, it is important to allow the child the opportunity to reflect on, improve their behaviour and demonstrate the correct learning behaviour following the discussion. (e.g providing them an opportunity to earn back some time)

A STAR analysis will be completed for pupils who have individual behaviour plans that override these level sanctions at the discretion of the Executive Headteacher, Head of School and/or SENDCo.

When a STAR analysis is completed the incident will be discussed with the pupil once they are calm and where possible the situation resolved.

The STAR analysis will be added as an incident to the child's online file. Parents may be contacted by a member of staff depending on the behaviours.

8 Physical restraint and the use of reasonable force

Schools can use reasonable force to:

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

However, physically moving or restraining children should always be the last course of action and only used to prevent the child or others from being hurt.

Physical intervention will nearly always result in an escalation of an outburst.

Help from another adult will be sought and whenever possible the rest of the children moved to a safe place first. All school staff must have Restraint Training.

9. Pupil Support Systems

If a pupil has more than three incident reports in a half term or there is concern about managing the pupil's behaviour, a behaviour plan will be put in place with the child and shared with the parents. There may be rare occasions when a risk assessment needs to be carried out to ensure the safety of the child, other pupils and staff. We will consider the need to involve other agencies and discuss options such as the CAF process.

Zones of Regulation

The Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. It provides an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once children are supported with understanding their feelings and zones, we can learn to use tools/strategies to manage different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. Each classroom has a display and children are encouraged to reflect on the zones during thinking time. (Appendix D)

Other agencies

The Common Assessment Framework (CAF) will be used when the school and parent feel support from a range of other agencies would be beneficial.

The Curriculum

Our PSHE programme offers us the opportunity to explore behaviours and teach behaviour management strategies to all children. Some children may benefit from small group work or even nurture group support to manage these behaviours. We will explicitly teach learning behaviours across the whole curriculum.

10. Behaviour Outside School

Reports to the school of a pupil's poor behaviour outside school will be reported to the parents of the child by the headteacher. This behaviour may be followed up in school e.g. through discussion in assemblies or PSHE.

If it is felt a child's behaviour could cause problems during a school visit a risk assessment must be put in place. The school may decide that the pupil's behaviour means that the risk is too great to include him/her in the visit and alternative provision will be made for him/her to remain in school.

11. Screening, Searching and Confiscation

Knives or weapons, alcohol, illegal drugs and stolen items are banned items.

If there is the suspicion that a pupil has entered the school premises with these banned items the teaching staff may ask them to turn out their pockets or bags – this is a with consent search.

Teachers may search pupils without their consent if they have reasonable grounds for suspecting a child is carrying a banned item. Where possible and practical, parents will be notified and invited to be present at the search. The search may only take place on school grounds. Two adults should be present, ideally one being the headteacher. The person conducting a personal search should be the same gender as the pupil (and if possible so should the witness).

The law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer
- Clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.
- After the search, the member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. The headteacher will inform the parents of the child and Chair of Governors of an instance when it has been necessary to conduct a search.

12. False allegations made against staff

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations against staff will be the subject of discussions with the Executive Headteacher, Head of School, governors and parents to decide on the most appropriate course of action which may involve a temporary or permanent exclusion.

13. Exclusions

We would hope that behaviour matters can be addressed by positive working relationships between home and school. However, there are occasions when children stop co-operating with the school. Exclusion is then the last resort.

1. In the first instance a short, fixed term exclusion will apply. This form of exclusion may be used to deal with for example, an act of extreme violence on a child or adult.
2. After the second fixed term exclusion and third incident of an equally serious nature a permanent exclusion will apply.
3. Only the Executive Headteacher has the power to exclude a child from school.

All such procedures will follow county guidelines.

The governors, Executive Headteacher and LA reserve the right to apply a permanent exclusion immediately in exceptional circumstances. It is our duty to keep our pupils and staff safe at all times.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance:

‘Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion’ (September 2017).

We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Executive Headteacher 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 Executive Headteacher may exclude a child permanently. It is also

possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher 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 Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

14. Bullying

Bullying is having the intention of hurting another person either physically or emotionally. Bullying is pre-planned and premeditated, often reoccurring over a long period of time and initiated by the same perpetrator/s. Bullying can result in pain and distress to the victim. Bullying is not one-off 'falling out' incidents e.g. two children having an altercation at break time.

Bullying can be:

- **Emotional**-being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical**-pushing, kicking, hitting, punching or any use of violence
- **Racist**-racial taunts, graffiti, gestures
- **Sexual**-unwanted physical contact or sexually abusive comments
- **Homophobic**- because of or focusing on the issue of sexuality
- **Verbal**-name-calling, sarcasm, spreading rumours, teasing
- **Cyber**-all areas of internet, such as email and internet chat room misuse
- **Mobile phone**-threats by text messaging and calls
- **Technological**-misuse of cameras, phones, video facilities etc.

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. The school participates in the national anti- bullying week every November and tackles the issues around bullying, including cyber-bullying, in PSHE.

15. Child-on-Child Abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals. Staff are trained to recognise the signs and indicators and will act accordingly.

16. Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office to be signed in for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a member of staff. Children who need medication such as, an asthma inhaler will need a plan in place. Children with allergies will need a health care plan in place.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. However, the police and social services may have been involved beforehand for earlier incidents.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion, for a fixed term. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Executive Headteacher. If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed.

17. Reviewing and Monitoring

The Head of School is responsible for the management of everyone's behaviour in school. Each class teacher is responsible for managing behaviour in their class and sharing their concerns, seeking advice from their colleagues in the first instance. A

termly staff meeting provides a forum for staff to share and discuss class behavioural issues.

The school keeps an online record of concerning incidents of misbehaviour. The Head of School records those incidents where a child is sent to them on account of bad behaviour. A record of any incidents that occur at break or lunchtimes are also recorded in the same way.

The Executive Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

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 racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

This policy will be reviewed at the start of every new academic year and provides a focus for the first few settling-in days of the new school year.

Appendix A

Positive Behaviour Management/Support Plan

| | | | |
|-------|------|-------|------------------|
| Name: | DOB: | Date: | Version of plan: |
|-------|------|-------|------------------|

| | |
|---|--|
| Brief description of presenting difficult/dangerous behaviours: | Positive behaviour(s) we wish to see / have: |
|---|--|

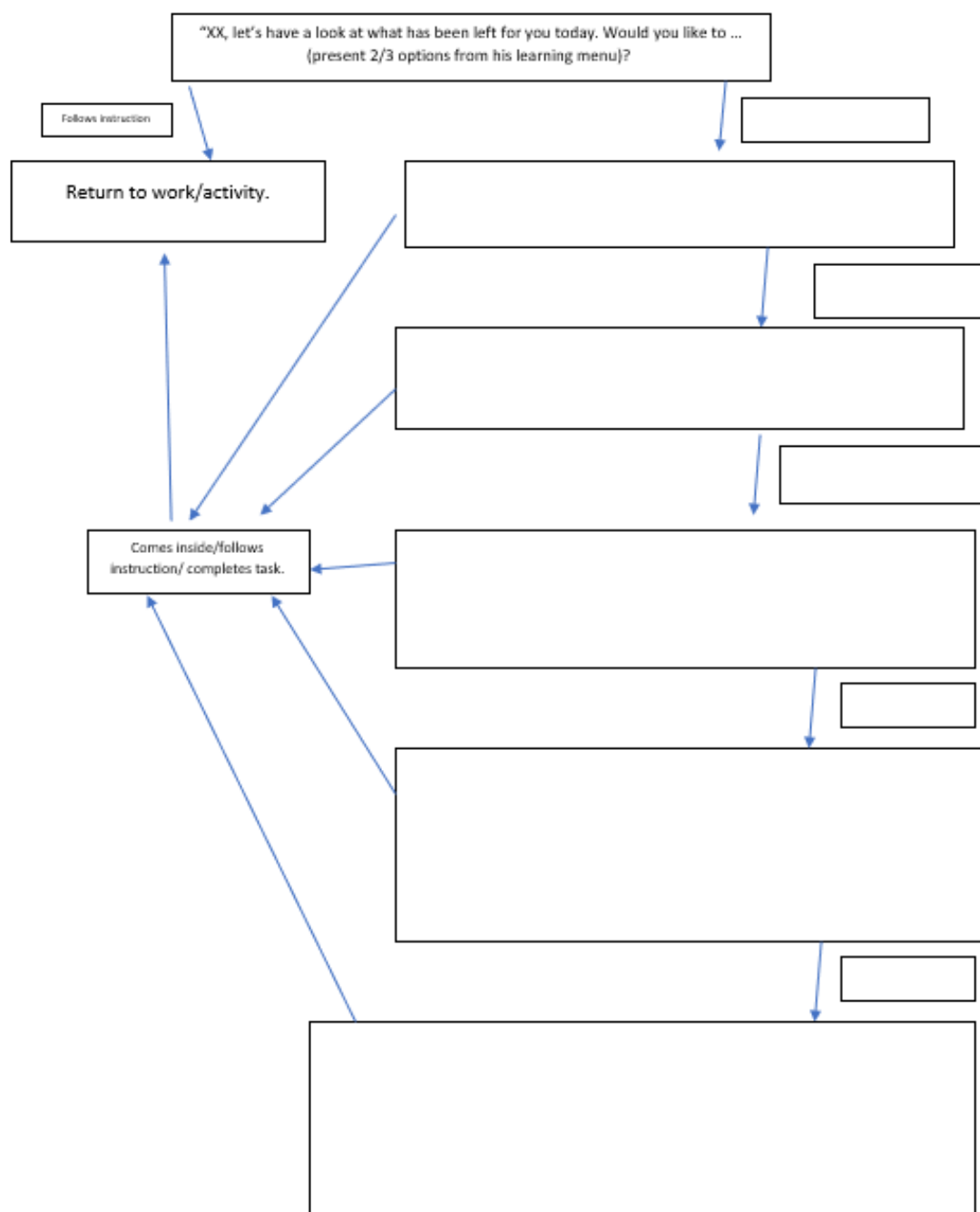
| |
|--|
| Measures to promote/support positive behaviours: |
|--|

| | |
|---|---------------------------|
| POSITIVE behaviours you will see: | What you will say and do: |
| DIFFICULT behaviours you will see: | What you will say and do: |
| DANGEROUS behaviours you will see: | What you will say and do: |
| Post incident recovery and debrief measures Days later - | |

Signature of teacher..... Date.....
Signature of parent / carer..... Date.....
Signature of young person (if appropriate)..... Date.....

Appendix B

Behaviour Flow Chart – XX



THINK SHEET

What was my mistake?

How can I make it better?

What should I do next time?

Child:_____ Teacher:_____ Date:_____

Examples of Zones of Regulation



ZONES OF REGULATION



BLUE ZONE
Low State of Alertness



GREEN ZONE
Ideal State of Alertness



YELLOW ZONE
Heightened State of Alertness



RED ZONE
Extremely Heightened State of Alertness

