



Hackleton CEVA Primary School

Behaviour Policy

At Hackleton CEVA Primary School, staff encourage the highest standards in behaviour in, around and out of school. Positive recognition is the cornerstone of our policy and positive behaviour is taught through the curriculum. Our behaviour guidelines are based on our school aims and our Christian values.

Every member of our school community has the right to feel valued and respected. We promote an environment where everyone feels happy, safe and secure and all members of our school community are treated fairly and consistently. This policy is designed to promote good behaviour whilst developing an ethos of kindness, mutual respect and co-operation.

Aims

- Provide the best quality education possible in a safe, happy and caring environment enabling each child to reach their full potential;
- Ensure that every child develops a lively, enquiring mind and life skills so that they will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices whilst at school and in their adult life;
- Provide opportunities for children to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.
- Ensure that every child becomes a valuable and fully rounded member of society who treats everyone with respect and tolerance, regardless of background;

Our Christian values are based upon:

Jesus said, 'Love God, and love others as you love yourself.' (Luke 10, verse 27)

We do this through:

1. **Respect**
Respect yourself and others.
2. **Forgiveness**
Show forgiveness to everyone, including yourself.
3. **Trust**
Trust in God and each other.
4. **Faith**
Encourage faith and hope in God, yourself and each other.
5. **Friendship**
We are learning to be generous, caring and loyal friends.



Hackleton House System

The house system exists to encourage children to support each other whilst giving them a sense of responsibility and belonging.

Allocation of Houses

The school is divided into four houses. Children are allocated a house on joining the school and remain in this house throughout unless there are exceptional circumstances. Family members are in the same house. Members of staff are also assigned to a house, with the exception of the Head Teacher and Deputy Head Teacher.

Captains and Vice Captains

At the beginning of the school year, Year 6 children are invited to put themselves forward for the position of Captain or Vice-Captain. They are then elected by members of their house in conjunction with the Head Teacher and will wear a badge to show their position. Captains and Vice-Captains are expected to:

- represent their house at house meetings
- lead their house in competitions and events
- set an excellent example to the rest of the school in terms of behaviour and attitude.

Captains or Vice-Captains whose behaviour or attitude is not a good example to others will be asked to stand down.

Earning House Points

Any member of staff can award a merit (equal to one house point) to any child at any time. Merits are given for good work, effort, behaviour, attitude and achievement. They can also be awarded for participating in/winning House Competitions. Children record these merits on their Achievement Card in the classroom. Merits are then totalled at the end of each week.

Rewards

The winning house each week will be announced in Celebration Assembly and will receive the Weekly Cup. At the end of the year, the House Champions will be announced.

Individual Rewards

As well as collecting merits for their house, children are also rewarded individually for their own achievement.

Bronze Award	50 merits
Silver Award	100 merits
Gold Award	150 merits
Platinum Award	250 merits
Head Teacher's Award	300 merits



On reaching the required number of merits for each award, children will receive a badge to wear. When the next award is reached, they will exchange any previous badge for a new one. Badges that are lost or broken can be replaced at the School Office at a cost of £1. At the end of the year, badges are returned to school and children are given a certificate showing their achievement for the year.

In KS1 certificates are also awarded for every 10 merits achieved in the following categories: reading, writing, spelling, maths, other work, attitude

Celebration Assembly

Each week teachers identify two children from their class to receive Good Work certificates to celebrate achievement and effort. These are presented during Celebration Assembly and teachers explain why they have been chosen.

Head Teacher's Award

Children who work exceptionally hard in lessons are invited to share their work with the Head Teacher and are rewarded with an award sticker.

Consequences

The school employs a card system from Year R to enforce school rules and to ensure a safe and positive learning environment. This system is also used by lunchtime staff. Cards will be given as appropriate to pupils dependent on individual circumstances and/or needs at that particular time.

Step 1

1. Warning and a reminder of correct behaviour.
2. Second warning

Step 2

If things do not improve one of the following can be used:

- Miss up to 5 minutes of playtime to complete tasks or talk to the class teacher;
- Child works away from others in the classroom;
- Child works in isolation for a specified time with adult supervision;
- Child works in another class for a specified time to complete set work.

Step 3 – Yellow Card

This will be completed by the member of staff and given to the Deputy Head Teacher. The class teacher will also be informed if completed by another member of staff. Child will miss playtime or 15 minutes of lunchtime as a consequence.

Examples of why this may be issued are:

- Repeated disruption
- Refusal to co-operate
- Use of bad language heard by a member of staff



- Not following instructions on a number of occasions
- Refusal to complete tasks/activities

Step 4

Red Card – 3 yellow cards in the same week will result in a red card. Any physical actions towards another child and any incidents of bullying will also result in an immediate red card. Details of any incident will be recorded by the Deputy Head Teacher or Head Teacher. Child will miss up to 5 days of playtimes and lunchtimes as a consequence. Parents will be informed.

Step 5

Children who repeatedly receive behaviour cards will be placed on a report timetable which is completed after every lesson by the teacher and after every playtime and lunchtime. This timetable is shared with the Head Teacher daily and sent home to parents at the end of the week. Children will remain on a report timetable at the discretion of the Head Teacher.

Exclusion

We do not wish to exclude any child from school but sometimes this may be necessary. Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed period, 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, parents/carers will be informed 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 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 Head Teacher. The governing body has a discipline committee. The committee 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 LA, and consider whether the child should be reinstated. If the governors appeal panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Rights and Responsibilities

Rights and responsibilities of school, pupils and parent/carers to ensure an orderly climate for learning is integral to our behaviour policy.

The Head Teacher has the following rights:

- To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.



- To enforce the school behaviour policy – including rules and disciplinary measures.
- To expect pupils and parents co-operation in maintaining an orderly climate for learning.
- To expect pupils to respect the rights and adults in the school.
- Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.
- To take firm action against pupils who harass or denigrate teachers or other school staff, on or off the premises – engaging external support services, including the police, as appropriate.

The Head Teacher has the following responsibilities:

- To ensure the whole school community is consulted about the principles of the school behaviour policy
- To establish and communicate measures to ensure good order, respect and discipline.
- To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and as appropriate reward pupils' good behaviour
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate pupils or colleagues.
- To promote positive behaviour through active development of pupils social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour – good as well as bad, as appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

Use of Force to Control or Restraint Pupils

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the Education and Inspection Act (2006), the Revised Guidance on the Education of Children and Young People with behavioural, emotional and social



difficulties (2008), and the Use of Force to Control or Restraint Pupils Guidance for Schools in England (2010). The full guidance is available at:

[http://www.teachernet.gov.uk/_doc/14800/4316_Use of force.pdf](http://www.teachernet.gov.uk/_doc/14800/4316_Use%20offorce.pdf)

In schools, force is generally used for two different purposes – to control pupils and to restrain them. Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back). When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils.
- To prevent a pupil causing deliberate damage to property.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object.
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so.
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Support is available through school and the LA for parents/carers in developing their child's social, emotional and behavioural skills.

For examples:

- Parental Support Advisers (PSAs).
- Local Children's Centres.
- Re-integration interview following fixed term exclusion (legal requirement).
- Parenting contracts.
- Parenting orders.

All Adults Should:

- Trust, listen, give a chance, encourage, praise and respect every child and each other
- Treat everyone with courtesy
- Treat each incident as a fresh one; do not have pre-conceived ideas about certain children
- Condemn the act not the person
- Be consistent
- Recognise children's fears
- Be positive and show that they care
- Reinforce good behaviour.



All Adults Should Not:

- Jump to conclusions but deal with each incident afresh
- Punish through denying access to the full curriculum (e.g. missing PE)
- Humiliate children
- Use group punishments
- Punish through giving tasks with no education value (e.g. writing lines)
- Use extra work as a punishment (e.g. more mathematics)
- Punish mistakes or poor performance
- Use corporal punishment under any circumstance.

This policy will be reviewed bi-annually. The Governing Body reviewed this policy on 27th March 2017

Signed

Head Teacher

Chair of Governors