



*'Inspiring learning for life'*

# Hackleton CEVA Primary School

## Behaviour Policy

Signed by:

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

**REVIEW:**

## 1. Statement of intent

At Hackleton CEVA Primary School, we have high expectations of everybody within our school community. We work positively together to promote our Christian values – our guiding principles – that help to shape our decisions and actions, therefore guiding our behaviours and interactions with one another.

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We acknowledge that behaviour problems can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Our school is committed to:

- Promoting the desired behaviours through our school Christian values.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and recognising positive behaviour.
- Challenging and disciplining unacceptable behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Maintaining positive relationships with pupils to enable early support and intervention.
- A shared and consistent approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## 2. Our Christian vision and values

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

Our Christian values are:

**Respect:** Respect yourself and others

**Faith:** Faith and hope in God, yourself and each other

**Love:** Love God, and love others as you love yourself

**Forgiveness:** Show forgiveness to everyone, including yourself

**Friendship:** We are learning to be generous, caring and loyal friends

**Trust:** Trust in God and each other

Through the positive promotion of our school values, we aim for pupils to understand one another, appreciate the individuality within our school community and see the impact of their actions.

Our values guide staff and pupils in knowing that we are all responsible for our behaviour choices and that we must work together collaboratively to foster and maintain positive relationships, and therefore exemplary standards of behaviour.

### **3. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy

## **4. Roles and Responsibilities**

### **The Governing Board**

- Monitoring and implementing this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender assignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass all aspects of school life.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

### **The Headteacher**

- Publishing this policy and making it available to all stakeholders.
- The day-to-day implementation of this policy.
- Establishing the standard of behaviour expected at our school and determining the school rules and any disciplinary consequences for breaking the rules.
- Reporting to the governing board on the implementation of this policy.
- Overseeing the whole school approach to mental health and well-being, including how it is reflected in this policy, how staff are supported in managing pupils with social, emotional and mental health (SEMH) related behavioural difficulties, and how our school engages with pupils and parents with regards to the behaviour of pupils with SEMH needs.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall well-being.
- Working proactively with parents, other professionals and agencies as appropriate.

### **The SENCO**

- Undertake the day-to-day responsibilities for the successful operation of behavioural policies in relation to SEMH to support pupils with SEND.
- Support class teachers in the further assessment of pupils' strengths and areas for improvement and advising on the implementation of support (SEND).

### **Teachers**

- Setting high expectations for every pupil across the curriculum, whatever the prior attainment.
- Planning learning to ensure there are no barriers to any pupil achieving well across the curriculum.
- Be responsible and accountable for the progress and development of pupils in their class.
- Be aware of the sign of SEMH related behavioural difficulties.
- Be aware of the needs, intended outcomes and support provided to pupils with SEMH related difficulties.
- Involve parents at the earliest opportunity when behaviour has not met expected standards.

### **All members of staff and volunteers**

- Adhering to this policy and ensuring all pupils do too.
- Promoting a supportive and high-quality environment, being a role model for our school values and expected high standards of behaviour.
- Praise and recognise positive behaviour and give clear warnings when the expectation is not being met, reiterating what the expectation is.

### **Pupils**

- Follow the behaviour expectations and values of our school, including online and in the wider community.
- Be a role model for others.
- Speak honestly about their actions and reflect how their behaviour impacts on others.
- Celebrate their own successes and the successes of others.
- Where a relationship has been damaged as a result of poor behaviour, work to restore the relationship demonstrating remorse.
- Be prepared to forgive a person if they have behaved poorly when they show remorse for what they have done.
- Understand and accept the school's rewards and consequences.

### **Parents/Carers**

- Work positively and proactively with our school and school staff.
- Address any matter of concern with the school directly and do not involve other parents or pupils in a matter personal to your child, including posting about the school, any children or the situation on social media.
- Consistently support and share messages of praise, celebration and poor behaviour at home with your child/children.

### **Service Providers and Contractors**

- Uphold the principles of the Child Protection and Safeguarding Policy, including reporting matters of concern to one of the DSLs.
- Any praise or poor behaviour which needs to be reported, is communicated to the school office so that it can be passed on to the appropriate members of staff.

### **Routines and Classroom Organisation**

We aim to provide an environment that is safe, welcoming and productive for all. Our classrooms are stimulating and well organised, celebrating and promoting high quality learning and positive conduct.

Effective teaching and learning strategies and good classroom organisation are essential for maintaining positive learning behaviour:

- Pupils are encouraged and recognised for their positive contributions.
- Pupils are encouraged and recognised for demonstrating our Christian school values.
- Pupils know what is expected of them during lessons, what to do to help themselves, how to seek support and what they should do when they have finished a task.

## **Behaviour Expectations**

Positive behaviour is recognised at every opportunity and a structured series of consequences are in place when there are any occurrences of poor behaviour. These are effective when:

- There is consistency and fairness.
- Negative experiences are supported in a constructive way enabling them to be something to learn from.
- Flexibility is built into the system to support pupils, including, but not limited to, those with SEND, including SEMH.
- The pupil has a voice and understands the impact of their actions.
- Parents are involved, as appropriate, and supportive to their child and the school, including celebrating improved behaviour.

### **At all times adults should:**

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

### **At all times 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 a pupil;
- Use group punishments;
- Punish through giving tasks with no educational 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.

## **Recognition and Rewards**

These are integral in day-to-day school life and are given in a variety of ways, including:

- Positive comments and praise from adults and peers
- Verbal and written feedback from adults
- Stickers
- Displays of work
- Merit points towards bronze, silver and gold badges
- House points
- Certificates

- Celebration assemblies to celebrate effort and achievement both in and out of school.
- Sharing successes with other adults in school, parents and the wider community.

This list is not exhaustive, nor it is hierarchical and does not prevent teachers from having their own individualised reward systems in class. It also does not prevent pupils requiring additional behaviour support through an individual support plan having tailored rewards for achieving a behaviour target.

### **Hackleton House System**

Every pupil is allocated to a house when they join the school and will 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 Headteacher and Deputy Headteacher.

At the beginning of the school year, Year 6 children are invited to put themselves forward for the position of Captain or Vice-Captain of their house. They are expected to:

- Represent their house at house meetings
- Lead their house in competitions and events
- Set an example to the rest of the school in terms of behaviour and attitude. Where this is deemed not to be case, they may be asked to stand down.

### **Earning House Points**

Any member of staff can award a merit (equal to one house point) to any pupil 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. Pupils 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, pupils are also rewarded individually for their own achievement. On achieving each award, pupils will receive a badge to wear to reflect this as follows:

- Bronze award            50 merits
- Silver award            100 merits
- Gold award            150 merits
- Platinum award        250 merits

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

### **Celebration Assembly**

Each week teachers award certificates to 2 children in their class to celebrate achievement and effort based on the learning behaviours detailed below which are presented in Celebration Assembly on a Friday morning:

- Challenge yourself
- Persevere
- Concentrate
- Working together
- Be independent

## Consequences

Consequences are made overt to all pupils and warnings are given when inappropriate behaviour choices have been made. This allows pupils time to reflect on their poor behaviour choice and rectify it. If there is a deterioration in behaviour where staff believe there may be an issue relating to safeguarding or SEMH, this will be referred to the DSL, school counsellor or SENCO (as appropriate) without delay.

The consequences below are sequential, unless the incident is deemed too serious that a warning would not be appropriate as a consequence. A serious incident is an act of deliberate physical or psychological harm. An example of deliberate psychological harm is the use of discriminatory language, in person or online.

Whilst every effort is made to prevent any inappropriate and unacceptable behaviour, where it does occur, the following procedures will be followed:

### **Stage 1 – Minor Incidents (related to learning or poor conduct on the playground)**

1. Warning and a reminder of correct behaviour.
2. Second warning
3. Loss of playtime – the length of time lost will depend upon the severity of the incident, the age of the pupil and whether the pupil is vulnerable or has SEND.

### **Stage 2**

When patterns of poor behaviour have been noticed in lessons or on the playground, the class teacher must talk to the pupil and help them to reflect on their behaviour choices and make changes. The pupil's class teacher should make every effort to resolve the situation before referring to senior leaders. Parents are contacted so they are fully aware of the situation.

Other consequences that could be used at this stage to help the pupil include:

- Pupil works away from group within the classroom for a specified time.
- Time-out period for calming down with the 5 minute timer.
- Pupil works with another class for a specified time to complete set work.
- Playtime spent shadowing an adult in the playground.

### **Stage 3**

When patterns of poor behaviour choices continue despite support, the pupil will be put on a **week-long behaviour report**. The class teacher manages this with advice from a member of the Senior Leadership team and parents are called to a meeting to discuss what is being put in place.

At the end of the week, it will be decided what steps to take next from a discussion with the class teacher and a member of the SLT from the following:

- Behaviour has improved, the pupil will be praised and the behaviour report withdrawn on the understanding that the improvements must continue.
- Continue with the behaviour report for an agreed time.
- Move to a **behaviour support plan**.

#### **Stage 4**

When problems continue or a significant incident takes place, the matter is reported to the Headteacher. A **behaviour action plan** will be drawn up in consultation with the pupil and parents. This will identify the reasons for the plan and the support/interventions that will be put in place. A date will be agreed to review the progress and success of the plan. It will also be considered whether seeking support from appropriate external professionals or agencies is required.

#### **Stage 5**

If the levels of unacceptable behaviour continue and it seems that the support plan is having little effect, the pupil will go on report (at an age appropriate level), to the Headteacher. The pupil will be given clear targets as to what is expected of them. These will be monitored at the end of lessons and parents will be asked to sign the report every day. Pupils will remain on a report timetable at the discretion of the Headteacher. The school will consider seeking support from appropriate external professionals.

#### **Exclusion**

The decision to exclude is only taken in extreme circumstances or is seen as a last resort. The Government and LA exclusion procedures will be adopted as detailed in the Exclusion Policy. Only the Headteacher has the power to exclude a pupil from school. This can be for one or more fixed periods, for up to 45 days in any one year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

The decision to exclude a pupil can take place without completion of all the above stages in extreme circumstances. Parents have the right to appeal to the Governing Board.

#### **Equality**

Pupils are treated fairly and equitably at all times. All actions are in compliance with the school's Equality Duty.

#### **Vulnerable Pupils and Pupils with SEND**

For some pupils who are vulnerable and/or have SEND, there may be specific barriers present which make it more challenging for them to manage their behaviour. In these cases it may be appropriate for a Behaviour Support Plan to be put in place to support them conforming to the school's behaviour policy and therefore have different rewards and consequences than set out in this policy.

#### **The Use of 'Reasonable Force'**

The use of physical intervention from a member of staff with a pupil should always be avoided, but in specific circumstances may be necessary. A pupil may need physical restraint if there is danger of the pupil hurting themselves, others or damaging the physical and/or the psychological environment. Physical intervention is only used as a last resort when all other behaviour management strategies have failed and the pupil is presenting immediate danger.

If a member of staff has had to physically intervene/restrain a child, it must be immediately reported to the Headteacher and the incident reported in the 'Bound and Numbered Book.'

With any incident of physical intervention, parents will be notified and both pupil and staff member will separately be offered an opportunity to debrief and reflect.

The practices detailed in this section are in compliance with 'Use of Reasonable Force in Schools, DfE July 2013' <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Complaints Procedure**

If a parent/carer is unhappy with how an incident has been dealt with by the school, and has already contacted the Headteacher, the matter will be dealt with in accordance with the Complaints Policy.

### **Review**

This policy will be reviewed bi-annually.

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## Hackleton CEVA Primary School - Parent Teacher Meeting Record

Pupil:

Date of Meeting:

<b>Purpose of meeting</b>	
<b>Priorities to be addressed</b>	
<b>Parent comments/concerns</b>	
<b>Pupil comments/concerns</b>	
<b>Actions to be taken</b>	
<b>Review Date</b>	

## Hackleton CEVA Primary School - Weekly Behaviour Report

Please indicate with a tick when the behaviour has occurred.

Pupil Name:	Class:	Week beginning:
Behaviour to be observed:		

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Lesson 1					
Assembly					
Breaktime					
Lesson 2					
Lesson 3					
Lunchtime					
Lesson 5					
Lesson 6					

Additional information:

## Hackleton CEVA Primary School – Behaviour Action Plan

Pupil Name:

Class:

Plan Date:

Plan Review Date:

Positive Behaviour Supports/Interventions to be used:

Target Behaviour	Outcome Desired	Support/ Intervention used	Person Responsible	Progress

Additional Information:

## Hackleton CEVA Primary School – Behaviour Report Card

Pupil Name:

Week beginning:

Target Behaviours	Monday	Tuesday	Wednesday	Thursday	Friday

Additional information/comments	Headteacher signature	Parent signature
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		