



# **BEHAVIOUR** **POLICY**

## **Hall Meadow Primary School**

**REVIEWED BY HEADTEACHER: September 2017**

**PASSED BY GOVERNORS: September 2017**

**NEXT REVIEW DATE: September 2018**

*Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.*

This policy should be read in conjunction with the Hall Meadow Primary School:

- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Safeguarding & Child Protection Policy
- NCC Exclusion guidance

And is consistent with the Statutory Guidance:

- *'Behaviour and discipline in schools. Advice for Head Teachers and school staff: January 2016'*
- *'Keeping children safe in education. Statutory guidance for schools and colleges: September 2016'*

### **Why do we need a Behaviour Policy?**

At Hall Meadow Primary School we believe that all members of our school community have the right to exist and work in an orderly and safe environment; in partnership with each other and in a climate of mutual respect.

We believe that our school community should inspire its members to develop good relationships, tolerant attitudes and unselfish patterns of behaviour. We recognise the value of each person and their achievements.

We believe that each member of our school community should take responsibility for their own behaviour and to consider how this behaviour affects others.

We believe that an effective home-school partnership will provide the opportunity for the full development of the individual and encourage the development of self-control, motivation and self-esteem.

This policy is intended to provide a framework that is consistent, fair and understood by everyone.

### **What is Good Behaviour?**

Parents, staff, children and governors agree that good behaviour means that every member of our school community is:

- Respectful of each other's values and feelings
- Polite and friendly
- Careful and kind with our words and actions
- Helpful to each other
- Hardworking and considerate
- Respectful of other peoples' personal and physical space

## **Hall Meadow Primary School Code of Conduct**

**R**espect is shown to ourselves, others and the work that we all do

**E**very adult's time is shared and so are all of our resources

**S**pecial care is taken not to hurt others with our words or actions

**P**eople listen without talking when others are speaking

**E**veryone cares for our things and keeps our classroom and school clean and tidy

**C**almness and quietness is encouraged when we walk around our school

**T**ogether we learn, we get on with our work and allow others to get on with theirs

*This all forms part of the Hall Meadow Primary School home-school agreement which is distributed annually.*

### **Why do we need to behave?**

At Hall Meadow Primary School we believe we need to behave because:

- An orderly community enhances the quality of school life and learning
- Part of effective learning is to form good relationships with others
- Everyone learns best in an atmosphere of mutual respect, regardless of their gender, religion, sexual orientation and ethnic group
- Everyone learns best when all members of the local school community are courteous and where models of appropriate behaviour abound
- It is the responsibility of the whole school community to create and maintain an orderly communication in which effective learning can take place
- In all disciplinary actions it is essential that the individual understands that it is his/her behaviour which is not acceptable NOT him/her as a person

*These principles apply to all phases of our school community and build upon the positive foundations laid at each stage of learning.*

### **What do we want to achieve?**

Our aims for this behaviour policy are:

- To provide an agreed strategy for behaviour management based upon reason and the needs of our community, which can be firm yet fair.
- To ensure that we are consistent in our approach to managing behaviour and that this is tempered with flexibility.
- To ensure that all children are led to an understanding of consequences.
- To enable children to do their best and make the most of the opportunities to learn and develop.
- To enable children to develop a sense of self-worth, respect and tolerance of others.

- To develop a moral framework within which initiative, responsibility and positive relationships can flourish.
- To create a learning environment in which children feel safe, secure, respected, happy and valued.

**What do we want children to be able to show us?**

- Self confidence
- Self-control
- Sensitivity and consideration
- Pride in themselves, their work and their school
- An interest in their activities and their learning
- Ability to follow code of conduct to keep themselves and others safe at all times.

### **What do we want our children to develop?**

- The skills to take an active and responsible role in their learning
- The skills to take responsibility for their learning and play environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' values and opinions
- Non-judgemental attitudes to different sexes or personal preferences
- Non-judgemental attitudes to people of different races
- Non-judgemental attitudes to other's sexual orientation
- Perseverance and a persistent approach to tasks
- An appropriate reaction to bullying and abuse

### **Rewarding Good Behaviour**

At Hall Meadow Primary School we encourage good behaviour by:

- A quiet word of praise from staff
- An opportunity for children to share their achievements with their class
- Showing good work to the Head Teacher
- Showing good work in class assemblies, particularly class and parent assemblies
- The use of displays in classrooms and other public areas throughout the school to celebrate the success and show that school work is valued
- Positive comments in the children's exercise books, either in general terms - "Well Done!" or in a more detailed way making reference to specific points or ideas that are pleasing
- A visit to another member of staff and/or the Head Teacher for commendation e.g. a written comment/star or stamp
- A public word of praise in front of a group, a class, a year group or the whole school, during assembly.
- A Dojo point
- A House point for their school house team; Aquamarine, Diamond, Topaz or Emerald
- A certificate of praise
- Use of school reports to comment favourably on good work and academic achievements and general aptitudes
- A letter to parents informing them specifically of some exceptional action or achievement deserving praise
- A note of praise in the school/home communication book
- The school's Letter of Commendation/Maths Award/Citizenship Award
- Promoting children's achievements through media (where appropriate)

### **What happens if children do not behave in an appropriate way?**

## Sanctions / Consequences

At Hall Meadow we recognise that good behaviour is best maintained by good teaching and high expectations. In most cases, if a member of staff sees unacceptable behaviour, an immediate response to indicate disapproval may be enough to draw a child's attention to the misdemeanour.

At Hall Meadow Primary School we pride ourselves on promoting positive behaviour management, however at times we need to focus on the use of consequences for behaviour incidents.

At Hall Meadow Primary School we believe that unacceptable behaviour is any act that breaches our **School Code of Conduct**. This includes the following:

- Disobedience
- Bad language or swearing
- Making unkind remarks or insults
- Damaging property
- Persistent lack of common courtesy (answering back/rudeness)
- Preventing other children from working or enjoying an activity through disruptive behaviour
- Verbal aggression to a child or adult
- Physical aggression to a child or adult
- Stealing
- Biting, spitting, kicking, pinching or hair pulling
- Truancy
- Racial or sexist comments or behaviour
- Littering the school building or grounds
- Disrespect in any form
- Other behaviours not listed

In order to log and monitor any breaches or unacceptable behaviours each class has a purple file which contains a page for each child. If a behaviour incident occurs then these are logged in order to ensure that as a school we can track these incidents and also identify if there are any patterns, such as straight after break times, or during maths lessons. This is used by all members of the school community.

In order to ensure that there is a consistent approach the **Behaviour and Consequence Guidelines** grid has suggested levels for consequences.

## Hall Meadow Primary School Behaviour and Consequences Guidelines 2017-2018

<b>Level</b>	<b>Behaviour</b>	<b>Consequences</b>
1	Late for school	Letter home if more than 3 times in a half-term / meeting with Head Teacher if more than 5/patterns arise
1	Banned items in school	Removal of item and communication home
1	Inappropriate language (not swearing)	Verbal warning
1	Mild disruption to learning	Following warnings time out to another class
2	Refusal to follow simple instructions	Following warnings time out to another class
2	Non completion of homework, following warnings	Work to be completed in controlled conditions arranged by the teacher
2	Refusal to stop chatting	Following warnings time out to another class
2	Making silly noises	Following warnings time out to another class
2	Calling out	Following warnings time out to another class
2	Refusal to work	Following warnings time out to SLT
3	Refusing to move	Record on Incident Reporting form. Discuss with SLT
3	Damaging other people's belongings	Record on Incident Reporting form. Discuss with SLT
4	Verbal abuse (including swearing)	Record on Incident Reporting form. Refer to SLT
4	Using objects dangerously	Record on Incident Reporting form. Refer to SLT
4	Out of lessons without permission	Record on Incident Reporting form. Refer to SLT
4	Sexualised behaviour	Record on Incident Reporting form. Refer to SLT
4	Theft	Record on Incident Reporting form. Refer to SLT
5	Bullying (cyber or otherwise)	Record on Incident Reporting form. Refer to SLT Logged on SIMS
5	Truancy	Record on Incident Reporting form. Refer to SLT Logged on SIMS
5	Racist comments	Record on Incident Reporting form. Refer to SLT Logged on SIMS
5	Behaviour likely to cause harm to	Record on Incident Reporting form. Refer to

	others	SLT Logged on SIMS
5	Physical abuse	Record on Incident Reporting form. Refer to SLT Logged on SIMS

As a staff if the behaviour is a Level 3 or higher this should automatically go to a member of SLT. If a Level 5 this should go direct to the Head Teacher. Consequences for these behaviours will include:

- Sent to senior member of staff
- Child placed on monitoring form
- Lost break
- Lost lunchtime
- Isolation with Head Teacher
- Exclusion (fixed term/permanent/lunchtimes)

### **Which other members of our community can help us?**

Full use is made of other agencies such as Educational Welfare, Social Care and Health Services, Inclusion & Pupil Support, Health Services and Educational Psychologists, where appropriate (this list is not exhaustive)

Value is placed on a good relationship with the Police and Police Community Support Officers and liaison is encouraged.

### **How does our behaviour help us to care for our building and site?**

Every member of our school community is responsible for the care of the school premises. Children, parents, staff and governors are encouraged to feel a sense of ownership for the school and its environment and to set a good example.

Every effort is made to ensure that any display of the children's work reflects quality and is of a high standard.

We expect the building to be organised, clean, tidy and free of clutter and rubbish and the grounds are expected to be kept litter free and the plants well maintained.

### **How will we continue to develop this policy?**

Stage 1 Review and evaluate the existing policy and practice

Stage 2 Continue to redraft this policy by small work party, including pupils

Stage 3 Consultation with representative group of parents, governors, staff and lead learners

Stage 4 Redraft policy in light of consultation

Stage 5 Policy adopted by Governing Body on behalf of the school community

Stage 6 Policy communicated through;

- A summary in school brochure
- Any first/new meeting with parents



- Copies on the school website and in the school reception area
- The Code of Conduct displayed in all classrooms and around the school

Stage 7 Draft, consultation, adoption and inclusion of anti-bullying documents

Stage 8 Draft, consultation, adoption and inclusion of racial harassment documents

Stage 9 Draft, consultation, adoption and inclusion of Equal Opportunities Policy

**Review and Evaluation**

This policy will be reviewed annually at the beginning of each new academic year. The policy will be taken to the committee meeting for curriculum at the beginning of each school year.

**What should each member of our community be able to do?**

**Children should be able to:**

- Learn what good behaviour means
- Learn to care for another
- Learn to value friendship
- Develop self-confidence and self esteem
- Achieve their full potential in their school work

**Teachers and all other members of staff should be able to:**

- Teach and support children effectively with positive praise at the heart of their practice
- Teach and support children effectively with few behaviour problems
- Meet the academic needs of all pupils
- Make positive contact with all parents
- Develop personally and professionally

**Parents should be able to:**

- Feel confident that their children are growing personally, socially and academically
- Know that their children will receive support when they need it
- Know that they are welcome to school to discuss their child's progress in a supportive, positive atmosphere

## **How can we help everyone to behave appropriately?**

### **Staff**

- Treat all children equally regardless of gender, religion or ethnicity
- Play an active part in building up a sense of community
- Expect and apply consistently the agreed standards of behaviour
- Take responsibility in modelling the type of behaviour which is acceptable
- Be alert to signs of bullying, deal firmly with it, alert other staff to such problems and work with the Head Teacher to record any incidents of racial harassment or homophobic bullying
- Deal sensitively with children in distress, listen to them and deal with any incidents appropriately
- Support each other in maintaining good classroom/playground management and show sensitivity to each other's needs and difficulties

### **Children**

- Be encouraged to share their achievements with teachers, parents and other children
- Examples of children's work and achievement will be displayed in the classroom and around the school
- Assembly will be used as an opportunity to acknowledge achievements, examples of good behaviour and foster a sense of community
- Children's achievements, including out of school achievements, academic or otherwise, will be recognised
- Rewards will be accessible to all children

### **Parents**

- Parents have a vital role in promoting good behaviour in school and this role is facilitated by close home/school liaison
- The school expects parents to give their full support to the school when dealing with their child's behaviour

### **The school will try to achieve good home/school liaison by:**

- Promoting a welcoming environment within school
- Giving parents regular, formal and informal, constructive comments about their child's work and behaviour
- Providing opportunities for parents to come into school on occasions other than consultation evenings
- Keeping parents informed of school activities by letter, newsletter and other appropriate modes of communication

- Involving parents at early stages in any disciplinary problems through letters and informal/formal meetings.

**We respectfully request that parents:**

- Appropriately inform the school of any upset or trauma which might affect their child's performance or behaviour at school as soon as possible after the incident has occurred
- Appropriately inform the school about their child's ill health or any absences connected with it
- Keep the school informed about any behaviour difficulties experienced at home so that home and school can work together to try to resolve these

## **Appendix A-Exclusion.**

### **Governors' policy on the use of exclusion**

In any situation where exclusion is being considered, the DfEE guidance contained in Circular 10/99 and later advice will be carefully followed.

Exclusion of a pupil for any period will normally be used only after all other available strategies to improve the pupil's behaviour have been conscientiously employed. However, as the legislation recognises, there are situations which arise suddenly and are of a particularly serious nature where exclusion will be appropriate, even though the usual procedures prior to exclusion have not been in place. This guidance tries to indicate what these situations might be and to make clear, for the benefit of the Head teacher, staff, parents and pupils, the circumstances in which the Governing Body would support the exclusion of a pupil.

Before deciding to exclude a child, the Head teacher will give careful consideration to the child's intention in the specific incident or incidents leading to the possibility of exclusion. Whenever a child is temporarily excluded, a plan will be agreed with parents, the pupil and the staff concerned for the return of the child after the period of exclusion. The aim will always be to help the child improve his or her behaviour.

If a child is excluded from school 'for more than 6 days, full time educational support arrangements must be made' by the school to ensure the pupil is on track.

Immediate exclusion can be used where there is a threat to the safety of others in the school or to the pupil concerned. Such exclusion would usually be temporary, but in the most extreme circumstances permanent exclusion may be the appropriate response.

A permanent exclusion would only be made after the Head teacher has had further opportunity to consider the incident in question.

Exclusion as a final sanction; where other strategies for improving the child's behaviour have failed and the behaviour is repeated or sustained, the following may also be grounds for exclusion:

- bullying of another child, in the form of physical attack, emotional abuse or through racist, sexual or other forms of verbal abuse
- verbal or physical abuse of a member of staff
- damage to or destruction of property
- Persistent disruption or disobedience which prevents other children from learning.