



# BEHAVIOUR POLICY

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By:	Claire Park
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## BEHAVIOUR, DISCIPLINE AND USE OF REASONABLE FORCE POLICY NOVEMBER 2020

### RATIONALE

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. We believe that it is vitally important that we target behaviours that are affecting the learning of the other children.

### AIMS

We are a caring community whose values are built on trust and respect for all. It is our aim that every member of our community feels included and supported and every person is valued. This policy aims to promote an environment where everyone feels happy, safe, secure and ready to learn.

At Hartburn Primary School, we aim:

- To use positives rather than negatives e.g. 'Walk' not 'don't run'.
- To raise self-esteem.
- To maintain a positive and safe school climate where effective learning can take place and pupils make progress to the best of their ability.
- To support a child to make the right choices.
- To make a child aware that they are responsible for their own behaviour.
- To engender respect in themselves and for others.
- For all pupils to grow academically, socially and emotionally.

To achieve these aims we will:

- Ensure clear expectations for behaviour are established and understood by everyone in our school community.
- Use a consistent approach.
- Create a school atmosphere, which is positive and caring.
- Provide teaching that engages every child and progresses their learning in accordance with their ability.
- Lead by example and provide the children with good role models.
- Teach pupils how to make responsible behaviour choices.
- Make clear to everyone in our school community the hierarchy of consequences, which will be applied when poor behaviour choices are made and apply these consequences consistently and fairly, and in a calm and considerate manner.
- Undertake further professional development as appropriate to ensure all staff are good at managing and improving children's behaviour.

### POSITIVE REINFORCEMENT

As a school, we recognise that consistent positive reinforcement, encouragement and praise are the most effective ways of promoting and maintaining expected behaviour. This approach ensures good behaviour is recognised and rewarded and attention is received when pupil's make good behaviour choices. Education for character is already integral to the work at Hartburn. Our school has an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Hartburn has clear expectations on behaviour and well-planned provision for character and personal development that helps to promote good mental wellbeing. We value

stakeholder feedback and used surveys to determine the 6 most important virtues that we would focus on at Hartburn and promote through our curriculum: our Hartburn Hopes.

#### HARTBURN HOPES:

- Compassion
- Courage
- Honesty
- Resilience
- Respect
- Ambition

#### CODE OF CONDUCT:

- Take Care of yourself
- Take Care of Others
- Take Care of Our School

#### SCHOOL RULES:

- Do as you are asked
- Keep hands, feet and objects to yourself
- No teasing or name calling
- Move quietly about the school
- No 'cheeky' behaviour

#### CELEBRATION ASSEMBLY (Zoom Assembly)

Every Friday, class teachers choose one child from their class who has achieved something special, to receive a certificate in assembly.

There are also termly awards for children from each class. One child from each class is nominated by the class teacher to receive a 'Star of the Term' certificate during the end of term assembly. At the end of the academic year, we also have a special ceremony to award medals, trophies and certificates for attendance and achievements.

#### WHOLE CLASS REWARD SYSTEM

We have adopted a 'Marbles in the Jar' reward system for each class. Each class member can earn rewards for the whole class. When classes have earned a specified number of 'Marbles', they can choose a reward. (Rewards will be discussed and agreed by Staff and Pupils)

Some examples of actions/behaviour, which can earn 'marbles' in a jar are:

All the class wearing school uniform

All the class lining up and moving around school quietly

Everyone remembering to wear their PE on the correct day

Looking after their own and school's property

Sensible behaviour at break time or dinnertime

#### INDIVIDUAL REWARDS

The class teacher gives certificates and stickers to children in the class. These are awarded for behaviour, work, attitude, keeping school rules and for reaching targets. The Head teacher gives out Head Teacher Awards and stickers for exceptional effort or achievement.

## LUNCHTIME AND BREAKFAST CLUB AWARDS

Lunchtime supervisors and kitchen staff select children demonstrating exemplary behaviour in the lunch hall and in the playground at lunchtime to receive a 'Lunchtime award', to promote positive role models in play and in eating.

These certificates are presented during assembly on a Friday. (Zoom Assembly)

## OUT OF CLASS BEHAVIOUR

Children should be supervised into and out of the classroom area before school, at break times, lunch times and at the end of the school day. An adult should supervise the line from the back at all times. Children should not be left unattended at break times. Year 6 Prefects patrol the corridors during breaks to promote excellent behaviour.

## SANCTIONS

When a child chooses not to follow The School Rules or an adult instruction then their behaviour will be dealt with in a calm and consistent manner. It will be made clear that it is the pupil's behaviour choices that are inappropriate, not the child. A sanction (the stages of sanctions are listed below) will be applied fairly and where appropriate i.e. safety is not a risk factor; a choice will be given between the expected behaviour and the sanction. This approach will encourage pupils to take responsibility for their own behaviour.

## STAGES OF SANCTIONS

- First warning
- Second warning
- Thinking Time in the classroom
- An appropriate sanction
- Internal exclusion
- Meeting with a member of Senior Leadership Team.

If a child persists in making poor behaviour choices relevant school staff will work closely with the pupil and parent / carer to resolve the inappropriate behaviour. A variety of options will be considered:

- A review will be taken to identify if there are any unidentified learning / special needs.
- The class teacher will meet with pupil and parent / carer to discuss concerns. As part of a support plan, a target will be agreed and reviewed daily / weekly.
- The pupil and parent / carer will attend a behaviour meeting with the Headteacher.

Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school (See Exclusions Policy). As the school has a very strong commitment to inclusion, every effort will be made to bring about an improvement in a pupil's behaviour before this stage is reached and parents/carers will be invited into school to discuss the situation. All incidents and meetings should be recorded by the Teacher/Headteacher on CPOMS.

## SEVERE CLAUSE

In cases of severe misbehaviour i.e. fighting, vandalism, bullying, cyberbullying, (See Anti-Bullying Policy) threat of violence against another person or physical violence the behaviour will be dealt with by the Headteacher or member of the Senior Leadership Team. Parents will be informed of the incident and the action to be taken. Sanctions, including a fixed period of exclusion, may be imposed but can be adapted in relation to the seriousness and/or frequency of the behaviour. (See Exclusions Policy).

## SPECIAL EDUCATIONAL NEEDS

When a child is on the Special Educational Needs register the process for dealing with behavioural difficulties may differ to those outlined previously. To support the pupil an alternative and individual procedure may be formed in agreement with the child, parent carer and school staff and will be clearly explained to all staff that have contact with the pupil in school. With prior agreement from a parent / carer advice from an appropriate outside agency e.g. Educational Psychology Service, may be sought if a special need is identified that requires further assessment.

## LUNCHTIME SUPERVISION

Lunchtime Supervisors have the same authority as all other school staff and will follow the same positive approach. The focus will be on reinforcing good behaviour through praise and encouragement.

## SCHOOL VISITS AND OUT OF SCHOOL HOURS

Expectations for pupil behaviour on school visits, travelling to or from school or whilst they are wearing their school uniform out of school hours remain as those for school. Any behaviour at these times that could affect the reputation of the school will be dealt with within the guidelines of the school behaviour policy.

For school visits, where challenging behaviour is due to a special educational need, appropriate support will be put in place. Should a child's behaviour whilst at school or on a previous visit give cause for concern then a risk assessment will be carried out. The school may on occasions request a parent/carer accompanies their child on a visit.

## THE ROLE OF PARENTS

Here at Hartburn we believe parents have an important part to play in their children's education. They have a vital role in their children's learning and ensuring their child is well behaved in school so we will strive to create and maintain strong links and good communication between home and school.

Where behaviour is a concern parents will be informed at an early stage and given an opportunity to discuss the situation. It is important that children receive consistent messages between home and school so parental support will be sought to reinforce any action the school takes. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school.

The school expects all members of the community to follow the principles as set out in the behaviour policy and therefore to behave in an appropriate manner on the school premises. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

## SCHOOL UNIFORM

School uniform is important for discipline within the school. Children are learning about a common identity and belonging to a school community.

Foundation Stage:

- White polo shirt
- Blue tank top/ jumper/ cardigan with school logo

- Grey trouser, shorts or skirt

#### Key Stage One / Two:

- Blue tank top/ jumper/ cardigan with school logo
- White shirt with collar
- Tie
- Grey trouser, shorts or skirt

#### In warmer weather:

- White shirt with collar
- Tie
- Grey short trousers
- Blue and white gingham dress

#### Sports Kit:

##### Key Stage One

- Black shorts
- White/Grey t-shirt

##### Key Stage Two

- Black shorts
- White/Grey t-shirt

## SCHOOL TIMES

Breakfast Club starts at 8.00am. School starts at 9.00am.

There is a staggered drop off from 8:45am until 9am.

Children should be in school by 9.00am each morning. If children arrive after 9.00am, they should be taken to the main office. Children arriving after 9:15 will receive a late mark.

It is impressed upon children that it is very important that they attend school each day. Wherever possible, parents are asked to make appointments and take holidays for their children out of school time.

If a parent needs to see the child's teacher there is time at the end of the day or they can leave a message with the Teaching Assistant, who welcomes the children to school at the entrances. Otherwise parents are asked to make an appointment to see teachers at a time that is mutually convenient.

#### The School day

8.45am -9.00am	staggered entry
9.00	School Begins
12.00-1.00	KS1 Lunchtime
12.15-1.15	KS2 Lunchtime
3.30	Home time

## PLAYTIME AND DINNER TIME

#### Rules for playing outside

When playing outside, children are not allowed to:

- Pick up or carry younger children

- Climb/swing from trees
- Kick balls in gardens
- Go into bushes or a place where an adult cannot see them

Children should always try to:

- Play games, which are safe
- Avoid contact games and toy fights

When waiting to go in for dinner, children should line up quietly and sensibly and always be respectful to the midday assistants and each other.

Children should always wash hands before they eat, and when eating their dinner they should use a knife and fork properly. They should not rush food and take time to clear their things away carefully. They are told that dinnertime is a good time to meet friends and chat but they should always use 'inside voices'. As soon as they have finished their meal, they should walk quietly out of the school building and not stay in cloakrooms or toilets. It is impressed upon children that midday assistants work very hard to make sure dinner times are fun and children should always help them to do this by being respectful.

### CLOAKROOMS

Coats and bags should be hung up properly on a peg. Children should make sure that the cloakroom area for their class is tidy at all times and that there are not coats or bags left on the floor. Clothes should be clearly labelled with the child's name so that they can be identified.

### PE KITS

PE kits should be kept in a bag in school at all times, especially in the summer. No earrings to be worn during the lesson.

Children must come to school wearing their PE kits; there should be no PE bags in school.

### POWERS TO DISCIPLINE

*“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”*

*“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can also decide to suspend or to permanently exclude a pupil.”*

### SEARCHING AND CONFISCATION:

*“School staff can search pupils with their consent for any item which is banned by the school rules and they have the power to search a pupil without the pupil's consent if they suspect they are in possession of a prohibited item.”*

Members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of a pupil if it is illegal or banned by the school. As providing a safe and secure environment for all our pupils is our first priority any item that may jeopardise the safety of anyone will be confiscated immediately.

Items banned by the school rules are:

- Matches

- Lighters
- Chewing Gum
- Cameras
- Mobile Phones

*Prohibited items are:*

- *Knives and weapons*
- *Alcohol*
- *Illegal drugs*
- *Stolen items*
- *Tobacco and cigarette papers*
- *Fireworks*
- *Pornographic images*
- *Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property*
- *Any item banned by the school rules that has been identified in the rules as an item that may be searched for.*

## LEGAL REQUIREMENTS OF A SEARCH

There should normally be two members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have a prohibited item including weapons, alcohol, illegal drugs and stolen items.”

## USE OF REASONABLE FORCE:

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

Any use of force will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour. Reasonable force will be used only when immediately necessary and for the minimum time necessary and consideration will be given to the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Several Staff at Hartburn attended ‘Team Teach’ training. This national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

Where an incident requires physical intervention then a physical restraint report must be completed by the adult involved within 24 hours. The original will be given to the



Headteacher and a copy will be sent to the Local Authority. School will inform parents / carers about serious incidents involving the use of force.

## ALLEGATIONS OF ABUSE AGAINST STAFF

All members of our school community have a right to be protected from harm. All allegations will be taken seriously. Where there are child welfare concerns school will take action to address them in accordance with our Child Protection / Safeguarding Policy.

In order to fulfil its commitment to the welfare of all pupils, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers. All complaints will be thoroughly and speedily investigated.

Any pupil found to have made an allegation that is shown to be deliberately invented or malicious the Headteacher will decide the appropriate discipline action to be taken and will inform the Local Authority Designated Officer (LADO).

## CONCLUSION

Here at Hartburn we believe the successful implementation of our policy is deeply rooted in the quality of relationships we have between all members of our school community.

By following the guidance set out in this policy, we can be consistent in our approach to positive behaviour management and ensure that all our pupil's are able to progress their learning to the best of their ability in a safe and encouraging environment.

## REVIEW

This policy will be reviewed annually after consultation with parents/carers, pupils, staff and the Governing Body.

