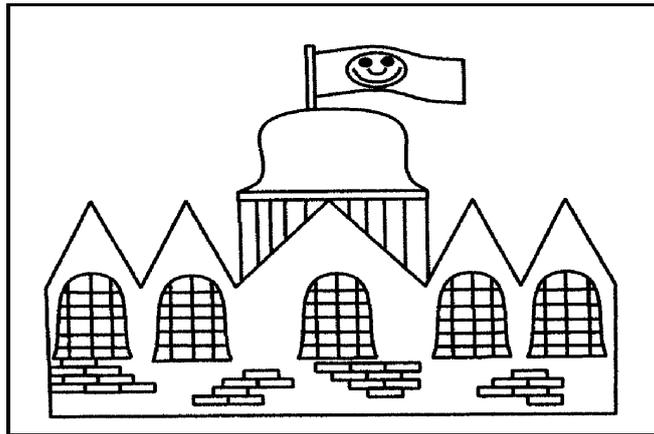


Hillocks Primary and Nursery School



Policy for Behaviour

POLICY FOR BEHAVIOUR

Aims:

- Have high expectations of behaviour
- Apply positive strategies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- Promote responsible behaviour, encourage self-discipline and develop in children a respect for themselves, for other people and for property
- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- Treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- Not seek to apportion blame but rather work together to seek a resolution
- Label the action NOT the child

Code of Conduct

- All members of the school community are expected to treat each other in a respectful way
- All children are expected to respect themselves, their teachers, other adults and their peers
- All children are expected to respect their own and other people's property and to take care of all school equipment and property
- Children are expected to be well-behaved, well-mannered and attentive at all times
- Children should walk (not run) when moving in and around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter as soon as possible
- Physical violence is not acceptable, neither is retaliation (see Anti Bullying Policy)
- Any foul, abusive or racist/sexist/homophobic/transphobic language used in or around school at any time will be challenged and dealt with

This code of conduct has been formulated with the safety and well-being of the children and adults in mind, and to enable the school to function efficiently as a place of learning.

Care and Control of Children

All staff should encourage good behaviour at all times through praise and rewards in a patient and positive manner. If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Miss playtime (but **must** be supervised)
- Remove child from the class – place in another class
- Remove child from the class – place with phase leader
- Parental involvement
- Daily/end of session report
- Behaviour charts

At the start of each year phase leaders will agree partner classes with staff. A record is kept of all significant incident and the subsequent disciplinary measures taken. Exclusion must always be recorded. This is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. All incidents of a discriminatory nature will be logged.

Rewards

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes/parents/carers/governors
- Achievement assembly
- Dojos for EYFS and KS1 classes
- Raffle tickets for KS2 classes

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Refusal
- Absconding

Intervention

If a child physically attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary, in line with CRB training. Send for the Head or Deputy. Wherever possible two members of staff should be present. If alone staff should always send for another member of staff. All staff should sign to say they have read the Physical Intervention Guidance from the LA.

The Senior Management Team will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – Social Care, Behaviour Support Team, Educational psychological service etc.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Major breaches of discipline are generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps recurring.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- A letter to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented
- A multi-agency meeting involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to permanently exclude

NB A very serious problem may result in the normal procedure being abandoned and a parent being asked to collect their child straight away.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Midday Supervisor and their team. The Senior Midday Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary but should first inform class teachers and phase leads. The Senior Midday Supervisor and other supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. The Midday Supervisors must be treated with the respect expected by all adults at Hillocks Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. Children requiring support with their behaviour will be supervised by a TA colleague. Sometimes children may opt to stay with this colleague of their own volition in order to maintain their behaviour and ensure a more settled start to their afternoon session.

Parents/Carers

Parents/Carers can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children. All parents/carers will be required to sign the Home School Agreement.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.

Sept 2019