

Horsford Church of England Primary School



Behaviour Policy

November 2017

Horsford C of E VA Primary School



Behaviour Policy

This document is a statement of the aims, objectives and strategies for managing and supporting behaviour at Horsford C of E VA Primary School. It was developed through consultation with staff, pupils, parents/carers and Governors. This policy will be reviewed annually.

Aims

We aim to have a consistent approach to behaviour management and encourage children to become respectful and self disciplined in the choices they make. We aim to achieve this by creating an ethos which reflects Christian values by using positive management strategies, therefore raising children's self esteem and improving the relationships they have with others. This should enable children to develop into effective learners and responsible citizens in the future.

Objectives

- To promote good behaviour and follow agreed positive behaviour management strategies
- To provide clear rules for all to follow using a consistent approach
- To create an environment in which children feel safe and secure in a climate of mutual respect, whilst promoting children's wellbeing, moral, spiritual, social, cultural and emotional development
- To address unacceptable behaviour using a consistent approach
- To promote parent partnership when improving behaviour

Positive Behaviour Management

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach to behaviour management. This does not mean that inappropriate behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

Praise and encouragement is vitally important in developing children's self-esteem and should be meaningful and regular. This might mean being praised for working hard, being polite or showing consideration towards others. In our school this can happen in a variety of ways.

- Each week we will have a celebration assembly where two children from each class will receive a certificate for positive behaviour or exceptional effort from a member of the leadership team – the certificates will be celebrated on the weekly newsletter.
- Each child will have a merit award card on which they can collect merit stamps for exceptional pieces of work. Members of the leadership team will stamp their card working towards a prize once the card is filled
- Each child will also be part of a house where they can earn points for good behaviour towards the house cup which is awarded at the end of the year and the winners go on a trip to visit their house – the housepoints will be counted each week with a winning house announced.
- Each class has their own reward system which has been developed by the class teacher and their pupils.

School rules

All children have the right to be safe and the right to learn. In order to ensure these rights are fulfilled all stakeholders are expected to respect our school rules:

I will be kind and gentle
I will work hard
I will look after property
I will listen
I will be honest

Unacceptable Behaviour

Unacceptable behaviour is recognised when children's rights to be safe and learn are not being respected and the school rules are not being followed. This varies from low level, disruptive behaviour to physical behaviour that may affect the safety, wellbeing or learning of other people at school.

Unacceptable behaviour is managed in three stages:

Remind – Children are reminded of the school rules and the expectation to make the right behaviour choices.

Reset – If the behaviour continues, children are asked to reset their behaviour; they will be asked to move to a place in or out of the classroom where they can reflect on their behaviour, once they feel they are ready to re-join the group they can do so after they have discussed their behaviour with a member of staff.

Remove – If the behaviour continues after reset, the children will be removed from class to speak to the senior teacher (or another member of the SLT if they are not available) and they will be issued with a card (appendix 2) which outlines their behaviour choices. This will be shared with parents and the card will be signed and returned to school. The child will then miss some of the following lunchtime to complete the work they have missed and have some time to reflect on their behaviour. KS2 will spend 25 minutes of their lunchtime doing this and KS1 will spend 15 minutes of their lunchtime.

If there is deliberate physical harm then the child who caused the harm will go straight to remove.

All incidents of poor behaviour that result in children visiting a member of the leadership team are recorded for monitoring purposes and are reviewed by the leadership team as necessary. We recognise that all children need clear guidelines for acceptable behaviour and that most patterns of unacceptable behaviour can be modified through focussed positive strategies, which will also be monitored for consistency. When positive management strategies do not achieve these levels of behaviour, agreed sanctions should be used. Whilst unacceptable behaviour is addressed systematically and consistently, this is done respectfully.

When taking part in activities outside of school (trips, sporting events etc.) children's behaviour is still expected to reach a high standard. Teachers will use their professional judgement in dealing with unacceptable behaviour at the time.

Repeated incidents of unacceptable behaviour (SEN and bullying)

When children need focussed medium term support for modifying their behaviour the SENCO is informed and support is identified following guidelines set out in the SEN policy. All staff will be notified of the specific arrangements for these children. Unacceptable behaviour is still dealt with, but in a way that is appropriate to the individual.

We view repeated unacceptable behaviour against the same children or the same child as bullying and this is dealt with following guidelines set out in the Anti-bullying policy.

Children rarely fight in school, more often it is a play fight where they become too involved. However, if an adult has to intervene and restrain a child, the school's positive handling system is followed (see appendix 1)

Dealing with severe incidents

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents / carers and external agencies to help them manage and improve their behaviour through the SEN Code Of Practice.

When extreme cases of behaviour occur that put the child or other children at risk of injury the child should be removed from the situation. If this is not possible all other children should be removed from the situation in a quiet and calm manner. The situation should be resolved by a member of the leadership team. As all staff are committed to the safety and emotional well-being of children, physical intervention is only used as the last resort. (See Appendix 1). Although these cards can be sent to any member of staff to request assistance, whenever possible these cards should be sent to a member of the leadership team.

Action for addressing severe behaviour incidents will be dealt with outside of the agreed sanctions for behaviour and sanctions will be agreed by the leadership team. Any sanctions will be shared with parents / carers. Behaviour that compromises the safety of other people or the child itself may result in either an internal exclusion, a temporary or permanent exclusion.

Safe Environment

It is the responsibility of all staff to ensure that the children in school have a safe environment to learn in. The wellbeing of all children is paramount and should be considered when dealing with any behaviour. All incidents should be managed in a calm manner ensuring that at no point any child feels threatened by any member of staff.

Racially motivated behaviour

Horsford Primary School is committed to the equality of all children and staff and behaviour that is believed to be racially motivated will not be tolerated. Such incidents will not be dealt with using the outlined procedures for unacceptable behaviour and they will be dealt with by the leadership team. All racially motivated incidents will be recorded separately in school and they reported to the LA under current guidance. Please see the **Race Equality and Equal Opportunities Policy** for further details.

Parent Partnership

Whilst we understand communicating and resolving behavioural incidents can be challenging and emotional, we are committed to working in partnership with parents to improve standards of behaviour at school. This starts through the home-school agreement parents are encouraged to sign when their child enters the school and continues through daily interactions between staff and parents.

We will report incidents of behaviour to parents once their child has reached the remove stage within the outlined sanctions (see Appendix 2). It is important parents are reassured that by working together in partnership we can resolve issues more effectively and that the school does not make judgements on parents. When parents are invited into school to discuss their child all staff have a responsibility to ensure this is carried out in a positive and non-threatening way.

Equal Opportunities

We seek to offer a broad and balanced curriculum with a high quality language environment which supports the development of cultural and personal identities, in preparation for participation in a culturally and ethnically diverse society. It is the professional responsibility of all staff to foster respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to children whose first language is not English. For further details see our Equal Opportunities Policy.

Policy updated Sept 2015
(Edit 1 – October 2015
(Edit 2 – November 2017)

Appendix 1

Physical Intervention Guidance

The school is committed to ensuring that all staff with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour, and only use physical intervention as a **last resort**, in line with DCSF and LA advice, and always ensuring minimal risk of injury to children and staff.

1. Talk and Warn

Whenever possible, situations involving potential conflict or confrontation should be talked through. Children obviously have to be in a receptive state for this approach to be successful. Staff who are present should be able to form a judgment as to the suitability of this approach.

2. Holding for security and to reduce anxiety where there is a potential for damage or danger, even if the child is not yet out of control nor a particular source of danger to themselves or others at that time.

This approach will be appropriate when the child is anxious or confused. There may be situations when holding in this way defuses or prevents an escalation to a more violent confrontation. It is important, therefore, to ensure that this approach is not interpreted as initiating aggression.

3. Intervention when a child presents a danger to themselves or others or, exceptionally, threatens serious damage to property.

It may sometimes be necessary to intervene if a child is out of control and their behaviour poses a real danger to themselves or others. **This will involve the combined efforts of more than one member of staff.** Approaches that are considered reasonable include:

- physically interposing between children;
- blocking a child's path;
- holding (this is taken to mean only the sort of hold a reasonable parent might use). It does not refer to specific techniques of physical restraint which are not used in our school;
- pushing / pulling (the only form that is appropriate, other than as a last resort in cases of immediate risk to life or of serious injury, would be where reasonable force was used to resist someone's movement, rather than the kind of forceful push/pull that could cause a child to fall over with unpredictable results);
- leading a child by the hand or arm; and
- shepherding a child away by placing a hand in the centre of the back.

4. Audience control

Since it is well established that a child's poor behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the child in question from the audience. **Under no circumstances should this result in a child being taken into a closed room by a single member of staff. Another member of staff should be present or the door left open so that others are aware of the situation.**

Appendix 2

School Rules

- I will be kind and gentle
- I will work hard
- I will look after property
- I will listen
- I will be honest

Behaviour Card



Name: _____

Class: _____

Date: _____

When a child makes a choice that breaks one of the school rules they are firstly reminded to follow them. Should they break a rule a second time, they are asked to move to a quiet space to think about and 'reset' their behaviour. If after they have reset they break a rule a third time, the child is removed from class to speak to a member of the leadership team and receives this card to explain the behaviour choices they have made. As a consequence, the child will then miss 15 minutes of their lunchtime in Years R-2 and 25 minutes for Years 3-6 to complete the work they have missed.

Remind

What happened for me to get a reminder today?

Reset

What happened for me to be asked to reset my behaviour choices today?

Remove

What happened for me to be removed from my class today?

Signed: _____
Child

Signed: _____
Staff Member

Please sign and return this card to school:

Please talk to your child about their behaviour and remind them of the school rules and expectations. If you have any concerns about your child's behaviour, at home or at school, please speak to your class teacher.

Signed: _____ Date: _____

Year Group: R 1 2 3 4 5 6