

Inspiring Children to shine



*'walk as children of light'*

# Behaviour Policy

<b>Status and Review cycle:</b>	Annually
<b>Responsible Group:</b>	FGB
<b>Implementation:</b>	May 2021
<b>Next Review Date:</b>	April 2022

Behaviour Policy Linked Policies: Safeguarding Policy, Anti-bullying policy, Exclusions policy, Complaints Policy, Medical Conditions Policy and School Information Report and Local Offer.

## Introduction

The mission statement for our school is:

‘Inspiring everyone to Shine’ as we ‘Walk as children of light.’ Ephesians 5:8

At Hardwicke, we firmly believe that in order for children to ‘Shine’ they need to have a secure understanding of the school’s core Christian Values and how the choices that they make, impact on their daily lives.

At Hardwicke, our vision for education is deeply rooted in valuing all God’s children and serving the common good. We strive for academic excellence, through developing confident, ambitious, morally grounded children within our community and beyond. We are aspirational for **ALL** so that we use our gifts and talents that we have been blessed with to **SHINE**. We are proud to ‘Walk as children of light.’

## Behaviour policy principles

Hardwicke C of E Parochial Primary School is committed to creating an environment where exemplary behaviour enables all to feel safe and respected within an atmosphere of learning without limits. All members of the Hardwicke family are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same, adhering to our values of being ‘**Ready**’, ‘**Respectful**’ and ‘**Safe**’

## Aims

- To create a culture of exceptionally good behaviour for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and develop positive relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, diversity, compassion and empathy for others which filters into the wider community.
- To provide a calm approach to the management of behaviour ensuring a consistent and composed language is used.
- Clear and consistent expectations of exceptionally good behaviour to everyone in our school community.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DFE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)

## Behaviour for Learning

### Be Ready. Be Respectful. Be Safe.

Our school has three simple expectations: **Be Ready. Be Respectful. Be Safe.** This has been generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. We SHINE when we are Ready, Respectful and Safe.

#### Be Ready.

- I will arrive at school on time and dressed correctly. I will help myself and others to learn by being the right place, with the right equipment and ready to listen and complete my learning. I will look at the adult to show them that I am ready. I will line up silently at the end of break to show I am ready to re-enter the building and begin learning again.

#### Be Respectful.

- I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions. I will use good manners and be truthful

#### Be Safe.

- I will keep my hands and feet to myself and look after myself and others, following instructions from adults at all times.

We understand that some children exhibit particular behaviours based on Adverse Childhood Experiences (**ACES**), a Special Educational Need and/or Disability (**SEND**) or another underlying Behavioural Emotional and Social difficulty (**BESD**). As a school, we recognise that their behaviour is their way of communicating their emotions and subsequently may require bespoke positive behaviour plans to accommodate their additional behavioural needs. Some children may require in and out of class support during break and lunchtimes, in order for individuals to meet the school behaviour expectations. This will be achieved through structured support and individual behaviour plans which are shared with all staff and parents.

## Creating a Positive Behaviour Culture

### Visible Adult Consistencies

- Every day, children are greeted by name at the classroom door by their classroom teacher. This not only signals the formal start to the day but also enables everyone to start the day positively and with a smile. Members of SLT and support staff will meet and greet children and parents at the gates.
- Staff will model being **ready, being respectful** and **being safe**. For example, adults will move around school quietly and calmly and avoid talking in corridors/outside classrooms where learning could be disturbed.
- Staff will be **deliberately and relentlessly bothered**. They will acknowledge 'the little things' which may subsequently have a greater sentimental meaning to a child. They will make time to listen to children and ensure that each child feels valued.
- Staff will be **calm, consistent and fair** in their treatment of children, parents and colleagues. Adults will take time to calm down if necessary to avoid becoming emotionally charged. They will model self-control through their calm approach and **deal with individuals fairly**.
- Staff will pay attention to the best conduct and endeavour to catch children doing the right thing in order to praise and recognise desired behaviours publically, for all to hear and celebrate.

## Language for behaviour management

At Hardwicke, we ensure that a **common and consistent language** is used to manage behaviour to create clear boundaries for learning how to behave. Conversations should follow a script and behaviours should be discussed as the **behaviours they are, and not be personal to the child**. When addressing the behaviour, please do this with a view that the child's parent is on your shoulder and listening in.

## Positive behaviour strategies

- ✚ House Points (recorded by individual child on class display. Winning house announced each Friday)
- ✚ Recognition boards (behaviours in focus to be agreed at the end of the week in each class e.g. 'one voice, speak politely, hands and feet to yourself.'
- ✚ SHINE Award (for those who have demonstrated the school values-2 per class weekly)
- ✚ Use of stickers
- ✚ Positive notes (note of recognition from visitors to school)
- ✚ 'Hot Chocolate Friday' with a member of the **Senior Leadership Team (SLT)** (termly with one representative per class)

## Break and Lunch Time

The expectations outlined within this behaviour policy apply at all times including break and lunchtimes. Midday Supervisors will share the same expectations for pupil behaviour and attitudes during the lunchtime. Positive and negative behaviour will be recognised and addressed during this time. Midday Supervisors who identify pupils demonstrating particularly good behaviour and/or attitudes can be rewarded with a lunchtime sticker or be recommended for a 'SHINE Award' certificate. All staff work hard to ensure that children understand that the expectations placed upon them in the classroom also apply to when they are outside of lesson time. During any occurrence of challenging behaviour, lunchtime staff are encouraged to make use of informal steps (outlined later in this policy). When more informal steps are not successful (steps 1-5), MDS staff are expected to seek the involvement of a member of the **Senior Leadership Team (SLT) from point 6 onwards**. A brief description of any behavioural concern at either play or lunchtime will be recorded using the behaviour excel log. If a child is fast tracked to 'time in' this will be recorded on CPOMs.

## Sanctions

At Hardwicke, we ensure that it is very clear that **the** (challenging) behaviour is unacceptable, and any sanction should address and relate **to the behaviour**, not be made personal to the child. All stakeholders should be encouraged to foster the belief that there are no 'bad' students, just 'bad' choices. It is important that **sanctions are in proportion** to the offence and behaviours are **reprimanded in private (RIP)**. All sanctions **MUST** be delivered and executed on the same day so that every day is a fresh day.

Step		Language	Actions	Example behaviours
1.	Private reminder	<p>I notice you chose to...</p> <p>This is a reminder that we need to be (select one: be ready, be respectful and be safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening.</p>	<p>Use child's name</p> <p>Come down to child's level</p> <p>Make eye contact</p>	<p>Running inside the school building</p> <p>Speaking unkindly to others</p> <p>Not showing respect to the person talking to you</p> <p>Not being completely honest</p> <p>Not listening to what others say</p> <p>Not following instructions</p> <p>Not looking after school equipment</p> <p>Being unkind to others</p> <p>Not keeping hands and feet to yourself</p> <p>Not putting effort into your learning</p> <p>Distracting yourself and others from learning</p>
2.	Warning	<p>I notice you chose to....</p> <p>This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again then I will ask you to leave the room and go to the reflection area.</p> <p>Do you remember when (give example of previously good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. I am glad we had this conversation.</p>	<p>Use child's name</p> <p>Come down to child's level</p> <p>Make eye contact</p>	Continuation with any of the above
3.	Time in	<p>I noticed you chose to...</p> <p>You need to wait</p> <p>-In the reflection area (during learning time)</p> <p>-On the bench (during break/ lunch time)</p> <p>I will come and speak to you in two minutes.</p>	<p>Do not speak about the child's behaviour to another adult in front of the child.</p> <p>From this point on, this behaviour needs to be logged on the excel behaviour chart.</p>	As above
4.	Repair & restore	<p>What happened?</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p>	<p>One to one</p> <p>Make eye contact with the child.</p> <p>Use child's name</p>	As above

		What should we do to put things right? How can we do things differently?	Come down to child's level	
5.	Extended time in	Revisit previous steps for extended period of time – proportionate to the behaviour	Use child's name Come down to child's level Make eye contact	As above
6.	Fast track to time in (Phone call to parent by class teacher)	I noticed you chose to... I will need to share this with your parent/carer	Behaviour logged on CPOMs from this point onwards	<ul style="list-style-type: none"> <li>✓ Refusal to follow instructions</li> <li>✓ Swearing</li> <li>✓ Physical harm</li> <li>✓ Deliberate damage to school property</li> <li>✓ Disrespect during worship activities</li> <li>✓ Discriminatory behaviour/derogatory language</li> </ul>
7.	Class teacher to make a phone call to parents	Three 'Time-ins' during a term		As above
8.	Class teacher to invite parents in to school	Exceeding three 'Time-ins' <i>*Discussion with SENDco for support prior to meeting</i> <i>*Behaviour Plan drawn up in collaboration with the child and parent/carer</i>		As above
9.	SLT meeting	If the child's behaviour continues to escalate, SLT will become involved with supporting the parents/ teacher and child.		Extensive and intentional physical harm to a member of the school community Extensive intentional damage to school property
10.	Seclusion (SLT Lead)	Child completes work with a member of SLT. No of days to be agreed by SLT and parents proportionate to the behaviour.		

### Physical Restraint (Team Teach)

In extremely rare individual cases the use of physical interventions may also be needed. Staff should only use physical intervention as the very last resort when a child's or an adult's safety is threatened or the child in question is likely to cause significant damage to school property. Staff using physical interventions will have received appropriate training and an individualised risk assessment been made. It should never be used punitively.

### Prevention of all forms of bullying (including cyber bullying, prejudice-based bullying and discriminatory bullying)

Along with our Academy's anti-bullying policy, our school behaviour policy aims to assist in creating an ethos in which attending Hardwicke is a positive experience for all members of the community and to make it clear that all forms of bullying are unacceptable. All members of the Academy community are responsible for helping to reduce bullying incidents; Academy staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. All pupils are encouraged to report incidents of bullying and, in turn, to ensure that incidents of bullying are dealt with effectively. All victims who report bullying will always be listened to and supported. Pupils displaying bullying behaviour will be encouraged to change their attitudes and understand the implications of their actions. The Academy will equip all staff with the necessary skills and information necessary to deal with incidents of bullying and ensure that all incidents of bullying are recorded and, where appropriate, shared with relevant organisations.

#### *Preventative measures:*

- Regular visits from PCSO (parents & children)
- Participation in the Schoolbeat Programme (targeted at cyberbullying and cyber use)
- Use opportunity to discuss aspects of bullying (of any form) as they arise and the appropriate way to behave towards each other in line with our school's vision (for example Circle Time, collective worship and our curriculum.)
- Educating children about positive relationships and recognising forms of bullying and how to act if this happens through our curriculum, particularly PSHE (SCARF resources).
- Worry boxes
- Pupil feedback through conferencing
- Staff training
- Regular review of school policies
- A 'Deliberately bothered' approach to all reported incidents
- Rigorous record keeping of incidents to monitor bullying (CPOMs)
- Close communication between all internal and external stake holders
- Vigilant supervision of all children (playground, bathroom use)
- Deal quickly, firmly and fairly with complaints, involving parents where necessary.
- Fair and consistent delivery of all policies by all stakeholders

#### Exclusion

Exclusion at Hardwicke will **ONLY** be used as a last resort and the Headteacher is confident that the decision to exclude is **lawful, rational, reasonable, fair and proportionate**. We would only make a decision to permanently exclude if a pupil has committed a serious breach, or persistent breach of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

#### **Exclusions may include:**

- lunch time exclusions- the pupil has to be taken off the premises during the lunch hour by his/ her parents/guardian (exclusions will be set over a fixed period of days/weeks)
- fixed term exclusions-the Head Teacher will exclude a pupil for a fixed period of days, which is entered onto the pupil's permanent record and reported to the LA
- permanent exclusions-following Local Authority procedures and exploration of all other avenues, pupils demonstrating persistent and unchanged poor behaviour or an instance of very serious misbehaviour, will be permanently excluded from school.

### **Recording, reporting and Monitoring**

All behavioural concerns and or incidents will be logged using the school's excel behaviour log and the safeguarding system 'CPOMS'. All staff are expected to provide reports which are based upon fact following a detailed gathering of evidence and are expected to consider and follow GDPR guidelines when recording concerns or incidents. Patterns of behaviour, possible causes and the impact of strategies used to transform behaviour will be regularly reviewed by the Inclusion leader and SLT. Patterns of behaviour will be communicated to school governors.

### **Misconduct outside of school**

The school may take action against any child who is reported for challenging behaviour or bullying off the school premises, if the child is; a) Participating in a school-related activity b) Travelling to or from school c) Wearing school uniform d) The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation. This may also include the inappropriate use of social media sites. Any action taken will be proportionate to the behaviour and could include discussion with parents, school sanctions and possible exclusion. Children whose behaviour within school is such that it could pose a risk to themselves and or others when on school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or those of others cannot be guaranteed as a result of their behaviour the school reserves the right to withdraw that child from going on the visit.