

Hawridge and Cholesbury CE School



Behaviour Policy

Date: March 2018

Review Date: March 2021

Rationale

At Hawridge and Cholesbury C of E School our Christian ethos provides a code of morals and behaviours by which to thrive. As a church school we aim to nurture the Christian values of respect, teamwork, responsibility, understanding, peace and honesty. The underlying principle is that at Hawridge and Cholesbury CE School everyone is valued and pupils are encouraged to reflect on their behaviour through the Christian ethos of the shared community.

In order for our society to flourish everyone needs to adhere to its values and behave in an acceptable manner. We want our children to become responsible citizens, able to make a positive contribution to a community. We will seek to embed helpful tools and language in our way of working, in order to support children to develop the skills to regulate their own emotions and behaviour. We believe Christ's message of forgiveness and grace is implicit in all we do.

Aim

Our aim is to promote good behaviour that will lead to a positive ethos throughout the school.

Objectives

The development of this positive ethos will lead to:

- Mutual respect between staff, children and visitors
- A safe and secure environment
- A relaxed, pleasant atmosphere in which to learn within the classroom and during extra-curricular activities
- Fulfilment of needs and aspirations
- A sense of self-worth and self-discipline
- Acceptance of responsibility for actions and the environment
- Every individual feeling valued

Promoting Good Behaviour

The school has a positive approach to behaviour. All adults share the responsibility of maintaining good discipline and to present as good role models.

At Hawridge & Cholesbury these objectives above are met in the following ways:

Whole school

- All children are greeted by a hand shake from a staff member within their classroom every morning.
- A consistent approach to behaviour management by all staff and regular visitors :
 - All behaviour incidents are recorded on a Behaviour Log (see appendix 5) which is kept in a red folder in the classroom by the classroom door. As well as this, verbal feedback may also be given to class teachers and other staff if appropriate. Higher level behaviours are recorded on Behaviour Incident Logs (see appendix 6) which are seen and filed by the Headteacher.

- Each class has a designated member of staff during break and lunchtimes who knows the children well and is able to monitor social, emotional and behavioural aspects.
 - Staff may send pupils who exhibit continued behaviours such as rudeness/refusal or defiance to another class to work. Teachers to organise – with at least two years between.
 - There are clear playtime rules and behaviour expectations at both playtime and lunch time. These are clearly displayed on the playground and can be referred to at any time by the adults on duty. Lunch and break time supervisors will ask children to stand inside the KS1 fence facing the school building for multiples of 5 minutes.
- PSHE is taught in every class; developing listening skills, respect and self-esteem, focusing on the positive and fostering inclusive attitudes through the use of the PSHE association framework and other relevant or timely resources selected by the class teacher.
 - A house point system which builds success as a community. These have a high value so a maximum of 5 should generally be awarded at one time.
 - A weekly celebration assembly where good behaviour, special achievement or effort is rewarded with a badge and a certificate in front of the whole school.
 - Collective Worship follows the school values whenever possible for example; developing respect, teamwork, responsibility, understanding, peace, honesty. The school values were written by the staff, governors, parents and children and the golden rules are shared and displayed around the school. These are referred to during the school day. (Appendix 1)
 - As a school we promote growth mind set and mindfulness ensuring that our way of talking with the children encourages them to be reflective.

Class Rewards

- Class rules are discussed and agreed at the beginning of the academic year with the children and displayed.
- Class marble rewards for good behaviour once every half term. The children choose within their classes what the reward will be when 30 marbles are earned.

Individual Rewards

- All members of staff consistently use praise and positive reinforcement to promote self-esteem and to acknowledge appropriate behaviour choices, through use of the following: house points, Star of the Week awards, value stars, stickers, phone calls or emails to parents, praise postcards, Headteacher rewards, visits to other members of staff and the Headteacher for commendation.
- Catch me cards are awarded for good behaviour, children who earn five or more are entered into a draw where three children will be selected once a week to receive a prize.

Behaviour for Learning

All staff are committed to delivering an engaging curriculum through Quality First Teaching and tidy, organised, enticing environment to ensure high levels of motivation and engagement from all pupils. Pupils are expected to show good listening, engage in class and group discussions and be actively involved in their learning.

As a school we focus on outdoor learning which research shows has a positive effect on mental health and wellbeing.

Managing Inappropriate Behaviour

Although as a school we promote and encourage positive behaviour, inappropriate behaviour will be addressed by all staff. The following strategies should be used by **all** members of staff who witness the inappropriate behaviour. Adults must use and deliver an appropriate sanction using these guidelines. It is recognised that some children will have specific needs in relation to managing their behaviour and this may be due to Special Educational Needs. Sanctions for these children will be managed within a specific and regularly reviewed behaviour plan (see appendix 2) and/ or according to their SEN Support Plan which can be found within the folder in the staffroom. Incidents may also be recorded using the ABC (antecedent, behaviour, consequence) (see appendix 3) Functional Assessment Cards in order to establish possible triggers or patterns and ultimately manage the behaviour more effectively.

Low level behaviours

It is important that all staff take responsibility for addressing low level behaviours promptly in and around the school to prevent them becoming more disruptive and give the pupil the opportunity to make better choices. Stakeholders are aware that pupils have the potential to lose up to an hour of learning each day, the equivalent to 38 days of teaching if low level behaviour is not addressed effectively (YouGov survey, 2012). Low level behaviour is initially addressed with a warning. The warning can be verbal or non-verbal and will act to remind the child of what is acceptable behaviour e.g. 'in this class we put up our hand if we want to speak'.

Low level behaviours include but are not exclusively:

- Running in the school building
- Distracting others from learning including talking unnecessarily or calling out, whistling/ humming, fiddling with possessions, clothing or equipment
- Taunting other children
- Slow to start/ follow instructions
- Lack of respect including 'back chat'
- Lack of right equipment
- Getting up to sharpen pencils or wandering about
- Touching other people or others' belongings
- Disrespect of school property

If low level behaviours continue following a warning the child will then be issued with a second warning in the form of a choice e.g. 'If you continue to call out, you will lose 5 minutes of break.' If the child then displays the expected behaviour, the warning can be withdrawn e.g. 'Now you are showing me excellent listening you will not miss your break.'

If low level behaviour continues the child is given a 'consequence card' and notified that they have lost 5 minutes of their break or lunch time. They are then informed what the next sanction is (see high level behaviours). Adults in school must always notify the class teacher if a child has lost any break or lunch time. Rewards may be given for specific behaviours even after time has been lost but time lost **cannot** be earned back.

Higher level behaviours

There are some behaviours at Hawridge and Cholesbury which are regarded as high level behaviours. These include but are not exclusively:

- Persistent and frequent low level behaviours which accumulatively cause higher level disruption. This is initially managed by expecting children to work in another classroom e.g. year 4 child to year 1, year 1 to year 5 etc. If this is refused then the time taken by delaying is added to their break time already lost when managing the low level behaviour. If during this time they are aggressive or unsafe they will need to be removed and this has then escalated to a higher level behaviour.
- Fighting
- Swearing, abusive language including racist or homophobic language
- Physical violence with intent to injure another person
- Stealing
- Absolute defiance
- Removing themselves without permission e.g. running away and hiding within the school, school grounds and beyond

If a child commits any of these behaviours they will be sent directly to the Headteacher, or in her absence a member of the Senior Leadership Team. The incident will be dealt with immediately. Parents will be informed as soon as is practicable, by telephone or at the end of the school day. An appropriate sanction will be decided after discussions with all those involved.

These may be:

- Immediate withdrawal from the class or playground
- Loss of lunch breaks or morning breaks
- Working in isolation from other children
- Withdrawal from other activities
- Reporting every lunch or break time to the Headteacher for a designated amount of time
- Being asked to make up missed learning time after school following discussion with parents
- In exceptional circumstances – fixed term or permanent exclusion

Where a child behaves in a way that is unsafe to themselves or others they will be physically managed until they are able to be safe. This is carried out where possible by staff who have been Team Teach trained.

Behaviour on the School Bus

Children are expected to behave as they would at school when on the school bus. Disruptive, disrespectful or dangerous behaviour will be dealt with immediately at school and sanctions applied during school time will be used in the same way. Children who exhibit these behaviours may also be put 'on report' and the bus driver will be asked to comment on the child's behaviour after each journey for a set period of time. Children will be asked to meet the Headteacher regularly to discuss their behaviour on the bus for a designated amount of time.

Behaviour at Lunchtime

Behaviour expectations during lunchtime should be consistent with the rest of the school day.

- Teachers or Learning Support Assistants should accompany younger children to the dining room.
- Children should use quiet voices and behave in the same way as expected in classrooms.
- There should be clear expectations for children when eating their lunch - sitting nicely at tables, removing any litter before they go out to play, putting chairs back under their tables etc.
- Minor indiscretions can be dealt with by midday supervisors immediately.
- If a child's behaviour is such that they need to receive a sanction, the sanction is given immediately and should be communicated to the class supervisor who will log the details and pass the information on to the child's class teacher.
- The playground rules are clearly displayed outside for children to see and adults to be able to refer to when speaking to children about their behaviour.
- A traffic light system is used to indicate ensure appropriate volume of noise. If a red light is indicated, children are expected to stand behind their chairs in silence for 2 mins.

Inappropriate behaviours at lunchtime in addition to those already mentioned include but are not exclusively:

- spoiling the games of others
- misuse of lunchtime toys and equipment
- misuse of the toilet areas
- loitering in the cloakrooms or interfering with other people's possessions

Should pupils exhibit higher level behaviours consistently, parents/carers will be invited to a meeting with the class teacher and Headteacher to discuss their child's behaviour. During this meeting a behaviour plan may be agreed. This plan aims to support the child, reduce the frequency and seriousness of incidences, and ensure a consistent approach from all staff when addressing behaviours.

Working with Parents and Carers

We recognise the importance of working closely with parents and carers to encourage a consistent approach to good behaviour at both home and school. Parents are invited to attend workshops and forums to discuss behaviour expectations. If the school has any concerns regarding behaviour they will talk to parents at the earliest opportunity. All parents and pupils have read and signed the home school agreement which includes expectations for behaviour.

School Council

Pupils may bring concerns to the school council. The school council comprises two representatives from each year group in KS1 and KS2 voted for by the children. Two extra pupils from Year 6 collect views from Reception children and represent these at meetings which are held half termly. Issues are discussed in school council and fed back to the class and/ or the whole school in assembly. The school council discussed the playground rules which they believe are important to ensure happy and peaceful playtimes and these have been fed into the playground rules which are displayed in the playground.

Special Educational Needs

Children with Special Educational Needs, especially of a behavioural nature, will have to adhere to school behaviour rules, but there will be times when the same sanctions will not be appropriate. In these cases a separate Behaviour Plan and Risk Assessment will be put in place. All staff, including Learning Support Assistants and midday supervisors, need to know which children this applies to. Copies of behaviour plans are kept in a labelled file in the staff room.

Examples of strategies used to monitor behaviour might include:

- A home/school communication book
- Behaviour chart
- Extra time during classroom activities
- Learning breaks/ movement breaks during lessons
- Specific differentiation
- 1:1 or small group learning support
- Specific 'safe' place to go to in the school

Searching, Screening and Confiscation

The school follows the DFE guidance (January 2018) for screening, searching and confiscation.

This means that 'School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors.) Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).'

The Governing Body

The Governing Body will support the school in the implementation of the policy and receive reports from the Headteacher on its effectiveness. They will give advice, when necessary, to the Headteacher about disciplinary issues so that s/he can take the advice into account when making decisions about behaviour issues.

Equal Opportunities

Hawridge & Cholesbury is a school of equal opportunities. All children and adults, no matter what age, creed, colour, religion etc. are treated as equals and that is promoted at all times.

Monitoring

Class teachers keep behaviour logs for the children in their class. Overviews are kept for low-level behaviours or less serious incidents such as:

- Persistent low level behaviour on more than one occasion
- Disruptive behaviour in class
- Not following adult instructions consistently

A more detailed Incident Report will be completed for more serious behaviours including:

- Verbal abuse to peers
- Physical aggression towards peers
- Refusal to comply with teacher instructions
- Bullying/peer exclusion or racism
- Serious behaviour incidents (frequency or severity) requiring internal or external exclusion

It is the class teacher's responsibility to update the logs as incidents occur or are reported to them. Learning Support Assistants may add to behaviour overviews or complete incident reports but these must always be shared with the class teacher. It is all staff's responsibility to report incidents to the class teacher. Half termly monitoring sheets are collected from all classes by senior leaders to monitor behaviour across the school. Interventions/ actions are put in place as a response to findings.

The effectiveness of this policy will be regularly monitored by the Headteacher and the Governing Body.

Review

This behaviour policy was agreed by the Governing Body on 24 January 2018. The policy will be reviewed at least every 3 years. It may be reviewed earlier if the Governing Body receives recommendations on how the policy might be improved.

Review date: January 2021

This policy was written in accordance with National and Local Authority policies and with reference to the DFE Guidance of the use of reasonable force (July 2013) n

SIGNED

(Chairman of Governors)



Hawridge & Cholesbury CE School Golden Rules

- Be kind & polite.
- Work hard.
- Look after property.
- Listen to others.
- Be honest.

- **Keep yourself and others safe.**

Appendix 2: Proforma for Behaviour Support Plans and Risk Assessment.

Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known	Conscious Subconscious Involuntary	Seriousness Of Outcome A	Probability Of Hazard B	Severity Risk Score
	<i>O/K</i>	<i>C/S/I</i>	1/2/3/4	1/2/3/4	A x B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Behaviour Plan or Risk Management Plan

Name	Class	Date	Review Date
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Photo	Potential Triggers / Key Themes
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of School rep..... Date

Signature of Parent / Carer.....Date

Appendix 3: ABC Functional Assessment Card

<u>ABC Functional Assessment card</u>		
<i>Definition of Behaviour:</i>		
Child's Name:		
General context:		
Observer:	Date and Time:	
Antecedent: What happened before?	Behaviour: What did you see or hear?	Consequence: What followed?
Fill in this section later: circle the function (s) demonstrated by this behaviour: Escape/Avoid Attention Object/Activity Sensory Stimulation Or Escape/Avoid Attention Object/Activity Sensory Stimulation		

Appendix 4: Staff injury statement of injury from a child

Staff statement of injury from a child

Staff Name:

Child's name:

Date and time:

Location:

Staff member's statement - what happened? How was injury sustained? Where did the incident take place? Where on the body is the injury? (photo or diagram) What medical treatment was required? Who else was present? What happened before/ after?

Signed:

Date:

Child's statement about the injury (transcribed or written)

Appendix 6 Behaviour Incident Log

Reported by	Role in school
Names of children involved	and their apparent role in incident
Time of incident	Location of incident
Witnessed by: (adults)	Witnessed by: (children)
Description of Incident as it Initially Presents	
Witness report attached (number): Children Adults	
Who is informed (parent, CT, HT etc)	and how? (in person, phone call, letter etc.)
Consequence/ Actions taken	
Further review monitoring required?	
Has this been entered in Bullying log?	

Appendix 8 Example strategies for managing extreme behaviours

Strategies for dealing with challenging behaviour at break and lunch times

Remember it is important that we remain consistent as inconsistencies will be played on. Try to devote more energy to the behaviours you want to see rather than the ones you don't.

Types of Behaviour	What might happen next	Strategy to use
<ul style="list-style-type: none"> Running across the grass or not following instructions / rules 	<ul style="list-style-type: none"> child refuses to stand against the fence for 5mins If child complies 	<ul style="list-style-type: none"> Show rules card -remind him he needs to take 5mins now or he will have to take it later – if he still refuses inform class teacher so they may follow through with the consequence Remember to praise “Thank you for making that choice”
<ul style="list-style-type: none"> child has a stick or something else that could be dangerous in his hand 	<p>Or</p> <ul style="list-style-type: none"> Ask – is that safe? I need you to be safe so I need you to put that down Thank you for putting that down that is the safe thing to do IF child complies – If child does not comply but runs off 	<ul style="list-style-type: none"> Positive praise and reward with multilink – cube / catch me cards “Because you made such a good choice you have earned a reward -well done” (Boys especially need instant gratification) Keep them in view – let them know you wish to speak to them when they are ready, do not chase him, keep distance but keep him in sight so you can ensure his and others safety. When he returns explain the consequence of his actions will be a loss of 5mins from his next break
<ul style="list-style-type: none"> Child has thrown something in a dangerous manner 	<ul style="list-style-type: none"> Ask – was that safe ? I need to talk to you If child complies If he does not comply but runs off refer to the strategies above 	<ul style="list-style-type: none"> Remember to be positive “Thank you for coming to talk to me, I need you to understand that what you did was dangerous and I need you to come with me so we can talk to your teacher” (If at this stage child runs/ gets cross and does not comply refer to above)
<ul style="list-style-type: none"> Child hides under the chairs in the under- covered area 	<ul style="list-style-type: none"> Child refuses to come out 	<ul style="list-style-type: none"> Say “ you are not safe there, I do not want you to get hurt so I need you come out and sit somewhere safer” (If he refuses to come out for his own safety call for a member of the SLT to help)