



Behaviour Policy

All staff, all children, all the time.

Implementation: September 2019

Last reviewed on: [Date]

Next review due by: [Date]

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Define how we are all expected to behave
- Explain our system of rewards and sanctions
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Definitions

At Hautes Capelles Primary we believe that every child has a right to learn in an environment where they feel safe and valued. We uphold the UNRC Rights of the Child and support the children's rights Article 28.

Our School Vision defines that we believe our school is a place of learning where everyone's UNCRC rights are valued and positively supported. We will enable the children to take responsibility for their learning to achieve their full potential

We will ensure this by:

- Everyone having a right to feel safe and secure
- Respecting everyone and being respectful
- Developing a love of learning
- Inspiring and motivating everyone to achieve our personal best
- Ensuring that the children have an active voice

This policy and practice aims to ensure that the school ethos and environs enable us to deliver our school vision.

School Rules

Our School rules define what is expected behaviour for all of the children, all of the time.

- 1. Follow all instructions.**
- 2. Be kind to each other.**
- 3. Respect people and belongings.**
- 4. Always listen.**
- 5. Speak politely.**
- 6. Move calmly around school using the 5 s's – silently, slowly, single file, sensibly and stay on the left**

Misbehaviour is defined as:

- Disruption in lessons and the school environment, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Breaches of the school rules
- Behaviours that inhibit other children's UNRC rights

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Threatening, verbal or insulting comments / behaviour to school staff

Roles and responsibilities

The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the school community, giving due consideration to the School Vision, Inclusion Policy and Teaching and Learning Policy.

The Head Teacher will ensure that the school environment and routines encourage positive behaviour and that staff deal effectively with poor behaviour. The Senior Leadership team will monitor and support how staff implement this policy to ensure that rewards and sanctions are applied consistently.

Staff

All behaviour in school is rooted in the relationships we have with the children. Positive nurturing relationships are the foundation of this policy and practise within school. Good behaviour needs to be taught, modelled and rewarded. Poor or inappropriate behaviour needs consequences. Children respond well to consistency, routines and relationships. The principles of effective classroom management are: high expectations, acknowledgement of positive behaviour, setting boundaries which are communicated clearly and providing appropriate feedback.

Therefore staff are responsible for:

- Delivering effective classroom management; setting the tone and context for positive behaviour and high expectations for learning
- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach for SEN pupils if required
- Teaching the children strategies such as decider skills
- Recording incidents of poor choices

Classroom management

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and their class charter
- Develop a positive relationship with the children which will include
 - Greeting the children each morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbal
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting each day afresh
 - Having a plan for dealing with low level disruption
 - Using positive reinforcement and language

The Senior Leadership Team (SLT) will support staff in responding to serious behaviour incidents.

Parents

We believe in a strong partnership with parents, it is fundamental to this policy and practise that parents are fully informed of positive and negative behaviours. However we also expect that parents:

- Support their child in adhering to the rules
- Support their children to develop manners, respect and relationships
- Actively engage with the school
- Inform the school of any changes that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Rewards and sanctions

Positive behaviour will be rewarded with:

Praise

- Dojo points, stickers,
- Certificates, privileges/gold cards which name the behaviour/learning approach being praised
- Gold cards and privilege cards will be a visual recognition of excellent consistent behaviour in the pocket system which may result in additional privileges for the children.
- Messages, Letters or phone calls home to parents

- Special responsibilities / privileges
- Class rewards

The children's current behaviour will be represented visually on the wall in a pocket system. Each child has a pocket and the child's current standard of behaviour will be represented by a colour card.

Gold/Privilege cards will be given to children who are demonstrating exceptional behaviour consistently.

There will be an agreed level of dojo points and amount of times gold and privilege cards are awarded across the school to enable a consistent approach to praise between classes.

A paper tracking sheet is used alongside the pocket system to enable teachers to monitor and enable rewards for the children who always display appropriate and expected behaviour. Serious incidents leading to exclusion will be tracked in SIMS, the schools electronic record system.

Consequences

At times children may make the wrong choices in respect of preventing other children to access their right to be safe and learn.

Children will always be made aware of the choices they are making and a chance given to modify their behaviours.

CHOICE

Pink stop and think card



Student behaviour is beginning to cause some low level disruption. Teacher uses classroom management techniques to promote positive classroom behaviours, focusing on the behaviour we expect to see and refers to student's learning. At this stage the teacher will use the language of choice to help modify their behaviour. For example the teacher may ask the students to change seats in order to re-focus on the task. Where appropriate, 'time out' could be offered to help re focus the student and the class and to avoid escalation of the situation.

Teacher scripts to defuse a situation should be used as a consistent language to explore the behaviour.

For example "I can see you are struggling"

"What can you do to change your behaviour?"

CHANCE

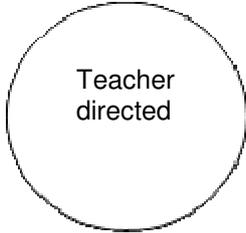
Student behaviour causes low level disruption to the learning of others. Low level disruption is characterised by student's lack of response to classroom management strategies used consistently by the teacher.

At this stage the teacher offers the student a chance to improve their behaviour before a consequence is given. This should be clearly communicated to the student and should be part of the teacher scripts.

CONSEQUENCE

Student behaviour continues to cause disruption to learning.

The student has not responded to the teacher's request and therefore a consequence must be issued. The teacher should issue a consequence at this stage.



C1 – White Card

At this level, the consequence should be managed within the classroom. The teacher should record the incident on their tracking sheets. Examples of these consequences may be:

- Verbal reprimand
- Removal of choice of learning/seating/responsibility for the day
- Loss of part of playtime/lunch to complete work
- Letter 1 re behaviour

C2 – Grey Card

Student behaviour continues to disrupt learning following a C1, the teacher can remove the student to an agreed space/classroom. All year groups will have a 'remove space' which will be a classroom/area where students could be placed when behaviour cannot be managed in the classroom. This must be an area where the children can be supervised and continue with their learning.

If a child refuses to leave a classroom, or is very disruptive to the learning and safety of the children in the class, the class will be removed from the space and a member of Senior Leadership sent for.

Within the Year Group

- Removal to another room
- Loss of playtime/lunchtime
- Parents informed
- Discussion with SLT re removal from school teams
- Reflection Room 15 minutes KS2, 10 minutes KS1,
- Letter 2 and 3 re behaviour

When SMT are needed to manage behaviour, parents are required to attend a meeting and the consequences could be:

- Internal exclusion from own year group
- Fixed term exclusion from school
- Report card system

Meeting children's developmental needs is a collaboration between home and school. Therefore, parents will be notified of poor behaviour choices via class dojo messages and letters as detailed above.

Where a consistent pattern of consequences is used with a child, the parents will be informed by letter/message home. We recognise that negative behaviours can be a form of communication from the child and so the Special Educational Needs Coordinator (SENCO) will support staff to unpick the triggers and underlying causes of these patterns of behaviour in order to support the child. This may result in an additional individual behaviour plan (My Plan) being written with the pupil.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, homophobic or sexual preference or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-Bullying Process

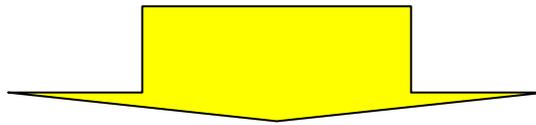
If bullying is suspected, an investigation will take place and we will talk to the suspected victim, the suspected bully and any witnesses.

If the incident is a one off incident or mutual conflict the teacher will follow the school's Behaviour Policy and take appropriate action.

Step 1

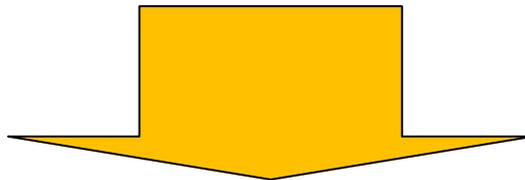
Incident has been reported to a member of staff by student, staff or parent/carer. Parents and children have a responsibility to report such concerns immediately to staff.

The incident is investigated, evidence gathered and statements are taken and passed to the Phase Leader.



Step 2

The Phase Leader examines the evidence and decides if the incident should be treated as a one off incident, a mutual conflict or evidence of bullying. (Referring to the definition provided in the policy.)



Step 3

If the incident has been recorded as bullying the following actions will take place:

- Parents/Carers of all involved will be informed that the incident is being dealt with as 'Bullying': This will be formally recorded in writing to both the 'victim' and 'perpetrator'.
- Consequences will be issued by the Phase Leader in line with the schools SLT behaviour consequences.
- The consequence will be based upon the seriousness of the incident and the level of harm caused to the victim.
- The Head Teacher will be informed and the details of the incident will remain in the child's paper records for 12 months.

Lunchtime Behaviour

It is expected that children will follow the same behaviour policy at lunchtime. Information will be shared with class teachers following lunchtime. If a child's behaviour at lunchtime continues to risk the safety of other children or their own safety, we reserve the right to not have the children on site at lunchtime and they will need to be collected for the duration of lunchtime.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Behaviour travelling to and from school on the school bus is subject to the School Bus Policy.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Physical Handling

In some circumstances, staff may use Physical Handling to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

This must follow the procedures detailed in Education Services Directive on Physical Handling. In summary; incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and Education Services (see appendix 3 for a behaviour log)

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on positive behaviour management, de-escalation techniques and associated Social, Emotional and Mental Health issues to enable the staff to provide appropriate support. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 1.

Monitoring arrangements

Each half term, the SENCO will monitor the weekly tracking sheets from each class and the logs for the Reflection rooms to identify patterns and trends/individuals who may need additional support.

Review

This Behaviour Policy will be reviewed by the Head Teacher every year.

Appendix 1: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our school rules, impacting on other children's rights to be safe and learn. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our school rules.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve
their behaviour in school.

I would be grateful if you could attend a meeting with the Head Teacher, the Special Educational
Needs Co-ordinator (SENCO) and myself, to discuss how we can best support your child in
improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to
arrange the meeting.*

Yours sincerely,

Class teacher

Date: _____