

Honeybourne Primary Academy



Turning Potential
into Success

Policy for Behaviour

This policy is reviewed at least annually by the Governing Body	
Co-Ordinator	Jon Dale
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Governor Link	Steve Coleman

INTRODUCTION

Discipline is a key feature of school life, about which there should be a clear, shared understanding between Headteacher, staff, children, parents and governors. Promoting good behaviour should be a two-way process, involving parents and school staff and two-way communication is vital to its success.

Everyone who works in the school is required to follow this policy, which encourages a positive approach to behaviour management wherever possible. A positive ethos in school should lead to the prevention of unacceptable behaviour. Poor behaviour should be dealt with at the earliest opportunity.

The opinions of parents and the community about the effectiveness of the school are strongly influenced by how the pupils behave.

PSHCE and Teaching and Learning guidelines should complement this document.

AIMS

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities and by highlighting positive attitudes shown by others.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

STATEMENT OF EXPECTATION OF BEHAVIOUR

Everyone working in Honeybourne Primary Academy should have a respect for others and a personal responsibility for their own behaviour. Adults and children are expected to conduct themselves calmly and be in control. Aggressive behaviour - verbal, physical and mental - is not acceptable. Any behaviour that prevents or impinges on the learning or experiences of another person, is unacceptable.

The Home-School Agreement and School's Code of Conduct should be respected and adhered to.

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk (not run) when moving 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.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul, racist, homophobic or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school; guns or other fighting toys, or any item that might cause a problem.
- Children should wear the correct school uniform. Children may wear a watch to school, to look after themselves. Dangly jewellery should not be worn, only stud earrings or a watch are allowed. Trainers are discouraged for general wear. Shoes should be appropriate for school (low heel). Hair attire should be simple and safe.

These guidelines have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

CODE OF CONDUCT

Safety

- It is important that children move around school in a quiet and orderly manner. This will mean waiting for their turn, holding doors open for others and walking sensibly in school.
- Children should be encouraged to think of their own safety and that of other people in the school, the grounds and on their way to and from school.
- Children should not come into school without an adult in the mornings until staff are on duty at 8.30am. (Prior arrangements can be made in exceptional circumstances) NB Breakfast club is for pupils wishing to take a breakfast bagel, from 8.15-8.30am.
- Children should adhere to safety guidance given by staff with regard to the activities carried out in the school, using equipment as directed in a safe way.

School Environment

- Children should be encouraged to take care of the school grounds, buildings and equipment.
- Children should only play in designated areas and on equipment according to rotas and agreed guidelines.
- Children should remain on the playgrounds before the start of School each morning. In the event of inclement weather, they may wait sensibly and quietly in School, via routes discussed with each class teacher.
- Playtime toys will be made available and used as directed.
- Children should play in a sensible manner. Toys should be left at home
- There should be no litter around School. The only food to be brought into School should be a packed lunch and the remains of this should be taken home in the lunch-box. Only fruit/healthy snack may be eaten outside during playtime. Cores and peel etc, should be placed in the bins or orange buckets provided.
- A drink may be brought into School for lunch or morning break. It should be in a plastic flask or carton. Milk will be provided (free for children under 5) at mid-morning break, on parental request.
- Fruit is provided or may be brought from home for break time snack. In exceptional circumstances, if a parent has agreed with the Headteacher, an alternative healthy

snack may be brought. Healthy lunch boxes should be encouraged. Confectionary or anything totally covered in chocolate is not allowed to be eaten in school.

Classroom

- Children should enter and leave the classroom in an orderly, quiet manner.
- They should take pride in their classroom and its resources. Books, equipment and furniture should be looked after so that their appearance and function does not deteriorate.
- All children should be encouraged to put things away if found out of place, even if they are not responsible for them, eg hanging up a coat found on the floor.

Personal Appearance

- We encourage children and staff to take pride in their appearance. The wearing of School uniform helps children to feel a sense of belonging.
- Children should keep shirts tucked in and jumpers/sweatshirts should either be worn or hung on a coat peg or stored appropriately in the classroom. Children should not wear their jumpers tied around their waist.
- Jewellery is to be discouraged, except for the wearing of a watch or stud earrings or other items worn for religious reasons. Jewellery should be removed or taped in all PE lessons.
- Children should not wear nail varnish to school.
- Long hair should be tied back for practical lessons (ie art, design & technology, cookery, PE).

Cloakrooms

- The cloakroom areas should be tidy, with KS1 children using their designated peg for coats and bags.
- Staff should use their discretion when children request permission to visit the toilet - ie only one at a time. Children should always be encouraged to use the toilet during break times but not denied a toilet trip during lessons.
- Children should understand the need for all toilet areas to be kept clean and tidy.

Organisation

- Unless their parents have informed the School by telephone, children should always bring a letter giving reasons for absence from School, exemption from PE/swimming, or if they are being collected for a hospital or dental appointment.
- Children should arrive at School between 8.30am and 8.40am. It should be understood by children and parents that the School day begins at 8.40am and ends at 3.00pm. Parents should notify staff if they wish their child to be in School either before or after these times. Staff have no statutory obligation to supervise but will be watchful if present outside normal School hours.
- PE Kit should be in school at all times. If a child has forgotten their kit, it is too small or they have an element missing, they may borrow from the Headteacher. A letter should be sent home that day to let parents know that they didn't have their kit in school. A register will be kept. If a pupil forgets their kit on a second occasion, they will have to miss a break time as a sanction. A third time with no kit, will result in the child missing PE and having to watch, the same letter home and a missed break following

the incident. PE kit will not routinely be loaned out to children, but will be loaned out to help out when they have genuinely forgotten or have outgrown something or other issue; the loan of kit is to enable all pupils to take part and to flag up that they need to be organised with their kit.

STRATEGIES TO MAINTAIN GOOD BEHAVIOUR

Good behaviour should be exemplified, rewarded regularly, appropriately and consistently. Relative improvements and efforts should also be rewarded as appropriate. The following also apply:

- Knowledge and understanding of the school's behaviour policy.
- Consistent and fair application of the policy.
- Re-enforcement of the policy.
- Use of consistent reward systems.

STRATEGIES TO IMPROVE BEHAVIOUR

Parents should be informed if staff/SLT (Senior Leadership Team) consider behaviour to be a severe 'one off' incident or on-going minor misdemeanours.

Classroom:

If children mis-behave, in a way that is detrimental to the learning of themselves or others, or is disrespectful of others or property, action should be taken. Staff should use school policy to ensure a whole school consistent approach. The following strategies have been set up to deal with problems regarding attitude towards work and disruptive/anti-social behaviour:

Attitude Towards Work (this is where a child is not producing work to the best of their ability):

1. The child should be given positive encouragement to improve or a way in which they can improve.
2. If advice is not taken, or effort does not improve, they will be reminded of the school sanctions.
3. If no improvement is seen by the end of the lesson, the child will be appropriately sanctioned.
4. At the end of the sanction, reinforce the reason for why the sanction had to take place and offer suggestions for future protocol.
5. If a child consistently produces relatively poor work or regularly shows a lack of effort parents/guardians must be informed. In addition, the Headteacher and a member of the SLT should be made aware so that a record can be kept, and strategies and targets can be set.

Disruptive/Anti-Social Behaviour (this is where a child disrupts others with their behaviour, shows a lack of respect to others or is a danger to others or them self)

1. The child should be given positive encouragement to improve or a way in which they can improve. In the case of a serious misdemeanour, go straight to sanction implementation.

2. If advice is not taken and disruptive behaviour continues, sanction the child appropriately.
3. If the child continues to be disruptive, increase the severity of the sanction. This should be the point at which the staff member in question contemplates sending the child to the Headteacher or a member of the SLT.
4. At the end of the sanction, reinforce the reason for why the sanction had to take place and offer suggestions for future protocol.
5. If a child consistently shows disruptive or anti-social behaviour, parents/guardians must be informed. In addition, the Headteacher and a member of the SLT should be made aware so that a record can be kept and strategies and targets can be set.
6. Depending on the severity of the behaviour, outside agencies may become involved to help with modifying behaviour. In the case of a serious misdemeanour or regular anti-social behaviour an exclusion may take place.

Homework

- This is a very variable aspect of school; a child should complete homework set, however if they don't it may be an issue with the family set up or lack of support from home. If homework is not completed, the child should be offered a time to complete it during school time, missing another lesson if necessary if the teacher deems it important. If this happens on a regular basis, the parents should be contacted and a way forward discussed and agreed.

Lunchtimes

- The same protocols should be followed; use sanctions if necessary, especially for any repeat offences, actively talk to and play games with the children to model good practice.
- Lunch time staff should always feedback to the class teacher if children have misbehaved at lunchtimes. Lunch time staff should ask for guidance if behaviour is not improved.
- School Reward Systems should be used where possible
- Praise and positive affirmation should be used regularly

Suggested Rewards

Consider:

- Is the reward really a reward?
- Is the reward used consistently?
- Is the reward immediate enough?
- Does the child know what they are being rewarded for?
- Smile
- Words of praise, privately and publicly
- Stamps on Commendation Card (this will be linked with effort levels)
- Smiley faces on work (this will be linked with effort levels)
- Privileges (this will be linked with effort levels)
- Golden tokens (for extraordinary effort and/or exceptional work only)
- Work of the Week/Best Worker (worker of the month)
- Reward certificates in assembly
- Visit Headteacher - Photo in Book of Commendation, and certificate sent home

► Each class has their own unique reward system in place, which may be changed from time to time. These are explained to the children in each class. However, all classes should follow the basic policy as above.

Suggested Actions

Any actions taken to help children modify their behaviour must be fully explained by staff and understood by the child. Consideration should be given to the age and nature of the individual in deciding on a course of action. However, staff should try to be as consistent as possible, with rewards and reprimands to ensure fairness.

In giving children time-out sessions, purposeful tasks should be given. **Children should never be left unattended.** The following is a supportive checklist:

Hierarchy of Consequences

Use of reprimands:

- Should be immediate
- Given in a disapproving tone
- Should be followed by positive feedback if the child shows correct behaviour

Throughout the school there is a hierarchy of agreed sanctions (after the use of low key strategies), when a child breaks the rules:-

In school/classroom:

- Warning (for a first, minor misdemeanour)
- Five minutes of playtime lost/work away from other pupils (for a number of minor misdemeanours)
- Playtimes lost (for persistent low-level disruption, a failure to complete work, or a lack of effort with work). This will allow children who haven't completed work to finish it and children who have produced a relatively poor standard of work to re-do it. (Staff should consider if some pupils need more time than others and be sure that it is a poor response rather than just needing longer to process).
- Work replication (if a child constantly produces a relatively poor standard of work in the core subjects, it is appropriate for them to miss other lessons in order to complete it. This will prevent the class teacher from consistently missing playtimes to sanction a child).
- Miss another lesson: If homework is not completed or if a piece of work is not completed in the time given (where everyone else in the class has completed it), then a pupil may have to complete that work during another lesson. This should be rotated so a child does not miss the same lesson regularly. If homework is not completed and this happens, parents should be informed.
- Send to a member of SLT (for persistent disruption or a failure to meet instructions given by a member of staff). This should be supplemented with a playtime sanction and a conversation with parents/guardians
- Internal exclusion (working with a teaching assistant/designated adult away from the other children).

- External exclusion (in the case of a serious misdemeanour or regular anti-social behaviour)

At lunch time:

- Warning
- On the playground consequence (eg holding adults hand/walking close with adult-not free play)
- Involving another adult consequence (eg sending a child in to miss part of their break, supervised)
- Involving another adult consequence (eg sending for a senior manager, deputy, head or parents)

Support for children with serious behavioural difficulties

For a very serious offence, the following procedure should be put into place:

- Class teacher discussion with the child in question. Use of an ABCC sheet to help see patterns and de-brief so that the behaviour can be avoided in future.
- Immediate involvement of SLT (via discussion with the class teacher, monitoring of the child etc).
- Parents informed.
- Consequences decided and behaviour monitoring plan put in place. IBP (Individual Behaviour Plan) written as necessary.
- In the event of repetition, the Headteacher will discuss the problem with parents and then with the child and parents.
- Internal and external fixed or permanent exclusion will be considered.

For a continuous disruptive pattern of behaviour;

- Following request for support from class teacher, behaviour observation to be carried out to provide a baseline from which to measure progress.
- New classroom strategies tried e.g. a tailored reward system and a temporary separation from peers if necessary, for safety and to allow the rest of the class to learn.
- Break times may be missed or other appropriate consequences as a sanction for the incident
- Headteacher will discuss the problem with parents and then with child and parents
- Review on a weekly basis - If there is no improvement after 2-3 weeks, SENDCO will be involved and an IBP (Individual Behaviour Plan) be produced (and added to IEP if in existence). Parents should be involved regularly
- Termly review followed by involvement of outside support agencies where appropriate. A Pastoral Support Plan (PSP) may be put in place for those pupils at risk of exclusion and with that, a reduced timetable may be considered.

In general: Be firm rather than aggressive;

Criticise the **behaviour** rather than the person;

Use private reprimands rather than public ones, however sometimes you need to take immediate action, in public, to prevent a situation worsening

Be fair, consistent and avoid idle threats.

Ensure the pupil understands the situation

Help children to say sorry if they have done something wrong

Model good behaviour and habits

We expect parents to inform us of any concerns they have with regard to their own child's behaviour and that of others. Any out of school issues regarding a child's behaviour can be discussed and monitored in school. A member of staff may be able to positively impact the way in which a child behaves out of school too, by regular discussion with the child and with the parents.

MONITORING

Records

- An informal log is kept in the medical room/classrooms, alongside first aid records, to record minor misdeeds so that any patterns can be detected, and children supported. Staff are required to date and sign any entries kept, usually in an exercise book. Lunchtime staff must pass on any info to class teaching staff.
- The SLT/Head views these logs regularly or on request from a member of staff if there are a lot of entries for one child.
- An online recording system is used to record incidents, other than very minor, one offs. This is part of MyConcern which is our safeguarding record too. Staff should use this as a record of any poor behaviour so that it can be monitored, analysed and actioned.
- Any follow up or remedial action is taken with due regard to the pupil's age and personality
- Persistent offenders will be put on a report system, where they have a 'Smiley Face' book, Catch me card, or Learning League card, (depending on the age and ability of the child) for them to record how they have got on with each session of the day and at home. This formal log will be reviewed by the class teacher and the Headteacher. Parents are informed and involved with this process.
- This monitoring may be escalated into an individual behaviour plan as necessary or if things don't improve.

Communication

- Staff may write a note in the child's home-school diary to inform parents of any minor incidents in school. Professional discretion will be exercised to ensure that the child's self-esteem is considered in such cases. Detailed notes should not be entered in the home school diary.
- Home school diaries and/or See Saw can also be used to note good behaviour etc, or by use of a 'praise pad' note home.
- Parents may also use the home-school diary to inform school.
- Informal chats may take place where parents come into school to bring or collect their children, otherwise telephone contact may be made for minor incidents worthy of reporting.
- More severe poor behaviour will be notified to parents by telephone or letter, requesting a meeting in school to discuss the way forward. Parents will not automatically be called in to discuss poor behaviour. We feel that sometimes, children will learn better by their mistakes if they are allowed to deal with it with the support of school staff, without their parents' chastisement.
- A report on behaviour will be made to the Curriculum committee each term, so Governors are aware of the general behaviour in school.
- If the school considers outside agencies or support services should be consulted to help improve behaviour of an individual, parents will be consulted.

Parent Support

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- 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.
- By understanding that sanctions are imparted to help rather than hurt the child. It may be easier to not deal with poor behaviour than it is to deal with it in an appropriate manner, but the easier option should never be taken if long term improvement is to be gained.
- By keeping an open mind if their child tells them about an incident at school. Children may only get part of the story, or mis-understand what has happened.

EQUAL OPPORTUNITIES

All children are treated as equal, regardless of their religious beliefs, colour, creed, race or gender.

It is recognised that in a Primary school with very young children, 'one method fits all' does not work, and staff are directed to deal with incidents sensitively with each individual in mind. Incidents involving name calling because of how people look, behave or believe are dealt with immediately and parents are informed.

CHILD PROTECTION - Please refer to the current policy for Safeguarding, and details of how this will be dealt with.

Any concerns should be raised with the Senior Designated Person for Safeguarding (currently the Headteacher, Mrs Huntington) or the Deputy SDP (SENDCO, Mrs Evans-Cook) immediately and details recorded, signed and dated as soon as possible.