

Behaviour Policy



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

February 2020 – Review due February 2022

Vision Statement

Hardwicke Parochial Primary Academy exists to nurture the essence of St John Ch.3 v 16 and St Matthew Ch.19 v 19 “Love your neighbour as yourself”. We care, learn and achieve.....together.

Our core values

Engagement, Enthusiasm, Enjoyment = Excellence

Rationale

As a church school, our vision statement and core values are at the heart of every aspect of the school. This is particularly so in the development of our school ethos which in turn is embodied in our approach to promoting positive behaviour.

At Hardwicke Parochial Primary Academy we see good behaviour as vital to productive learning and the quality of life for everyone in the school. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, governors and other members of the wider school community. It is written after consultation with representatives from these groups and implementation of the policy is the responsibility of all those working in school.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships through respect and responsibility.
- To ensure that the school's high expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To help pupils to form constructive relationships with one another and adults working with them.
- To equip the children to work collaboratively and independently.

Creating a positive environment

At Hardwicke Parochial Primary Academy we believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that behaviour can change and every child can make the right choices and be successful. We accept that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. Every person in the school is expected to model good behaviour.

- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves. We believe that children need a consistent approach with clear expectations to maintain and develop the high standards of work and behaviour expected at our school.

Rewards and sanctions

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- The use of the class reward chart where all children start at the same level and can move up for good work/behaviour
- Smiley faces
- Stickers and stamps
- A written mention in the 'Golden Book'
- Sending good work to other staff members and to the Head Teacher for reward or praise
- Special responsibility jobs
- Positive phone call home or celebratory text messages
- Class wide rewards
- House points
- Individual points eg: personal points, reward points, etc.
- Work celebrated on class/corridor displays

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied, refer to school rules.
- It must be made clear what changes in behaviour are required to avoid future punishment, the 'right choices' element of the school rules should be referred to.
- Group punishments are generally to be avoided and only used where the misbehaviour relates to a clear majority of the group.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Children with Special Educational Needs must be managed with their difficulties in mind.

Sanctions for general poor behaviour may include:

- Verbal reminder
- Name on class whiteboard
- Name moved on traffic light class behaviour system
- Loss of Golden Time
- Loss of playtime to finish a task
- Child sent to another Class Teacher
- Child sent to a member of Senior Leadership Team
- Playtime detention (the child will be given a reflection sheet to complete to demonstrate that they understand the nature of the misbehaviour and what they will do to avoid this in future)
- Loss of privileges/ responsibilities
- Parent spoken to by Class Teacher
- Parent spoken to by Senior Management Team member
- Removal from the situation/timeout

Other behaviour management strategies may also be applied at the discretion of the Headteacher including 'Team Teach' interventions, which may be detailed in individual behaviour plans. If there is a need for removal from the situation this should, wherever possible, be carried out by team teach trained personnel.

Sanctions in more serious cases

If a pupil has used physical force or has been causing disruption and is not responding to usual classroom sanctions then the child will note down their own poor behaviour in the class behaviour log, or 'sad book'. The wording will be agreed by the class teacher before the child writes it in, so that the child takes responsibility for their actions and understands that there is a consequence to poor behaviour.

If this recurs then the following procedure will be put into place. Parents will be informed that this stage has been reached.

Further incidents are recorded in the class behaviour log under the Head Teacher's or Senior Management Team's direction.

Behaviours are monitored with the use of CPOMS.

The number of incidents in a half term will be counted and recorded in the book. The following sanctions will apply. The incidents are cumulative within each half term i.e. if a child reaches 3 incidents the next incident becomes incident 4, unless the next incident occurs after a holiday period. After a child reaches a new stage a letter will be sent home to inform parents/carers.

If the Head Teacher believes that any child is likely to put other pupils or themselves in danger due to their behaviour she may exclude a child at any point. Additionally, if a child's poor behaviour involves targeting one particular child then this is bullying and exclusion may also then be invoked at an earlier point than on the following chart.

Letter	Number of names	In a Half Term	Outcome
1 st letter	3 names	In a Half Term	½ day 'in house' exclusion with the Headteacher. Individual Behaviour Plan set. Letter to parents/carers.
2 nd letter	6 names	In a Half Term	1 day 'in house' exclusion with the Headteacher. Formal parent interview with Head teacher - warning of exclusion.
3 rd letter	9 names	In a Half Term	Fixed term exclusion from school.

			<p>If a child has a cumulative exclusion (names in the behaviour log), we will discuss the need for a Pastoral Support Plan (PSP) meeting or be seeking external support.</p> <p>Meeting with parents to plan return.</p>
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Each half term will be a fresh start, with the number of incidents being counted again from the start date after any holiday.

Playtime behaviour will be managed by staff on duty, who will keep children next to them, or will ask a child to stand in a particular area to reflect upon their actions if they are not able to keep to play fairly and without hurting others. Any incidents will be shared with the class teacher and may contribute to the name in the class book route.

At lunchtime the midday supervisors will operate the same structure as at playtime except the Senior Management Team will be on call to deal with the children who are not able to keep the school rules.

Consequences for major incidences of poor behaviour

In the event of a 'crisis' of behaviour:

Send red triangle for help.

The adult moves the child out of class, or the class is moved away from child.

The child needs to be quietened as soon as possible, speak in calm, reasonable tones, or alternatively pretend to ignore the child's inappropriate behaviour.

If the child cannot be calmed and needs to be moved to another place to ensure that they are safe from harm then this should be carried out by a minimum of 2 adults, using team teach strategies.

Do not discuss the issue with the child until they are calm.

If a member of staff is hurt or distressed they must speak to the Headteacher as soon as possible.

If another child has been involved then their parent/carer, as well as those of the child in crisis, must be spoken to at the end of the school day, or earlier if this is thought appropriate.

The child must have a consequence for the crisis.

If a child hurts another child physically, or seriously upsets them, we ask for a letter of apology to be written in their next break-time. A copy of the letter must be dated and kept in the child's file.

If a pupil's behaviour continues to be disruptive or violent despite these sanctions, if they repeatedly refuse to follow the directions of adults and undermine the quality of teaching and learning for other pupils, or if they continue to target one particular child, then procedures for the exclusion of the pupil will commence.

The decision to exclude a pupil will be taken in response to:

- serious or persistent breaches of the school behaviour policy;
- where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In such circumstances advice will be sought from:

- Gloucester and Forest Alternative Provision School (GFAPS)
- Education Performance Inclusion Team (EPI)
- further guidance from 'Exclusion from Maintained Schools, Academies and Alternative Provision Schools-A Guide and information for Head Teachers in Gloucestershire September 2015'.

Racism and Hatred

We will not tolerate any form of racism or behaviours motivated by hatred or extremism at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion.

We do not tolerate the use of remarks which may cause offence due to a person's race or skin colour. In these cases (depending on the child's understanding of what they have done):

- o A child may be reprimanded, the headteacher is informed and a record of the incident kept.
- o For a repeated offence, a record is kept and parents will be informed. Sanctions will be increased.
- o In persistent cases, parents may be asked to discuss the matter with the headteacher or a school governor in line with the school's equal opportunities policy.

Communication and Partnership with Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school's vision statement and rules when a child begins their school life, and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

Bullying

We will not tolerate bullying at Hardwicke Parochial Primary School. Bullying will be treated very seriously and may be referred to the Headteacher for further sanctions. Our definition of bullying is: 'Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt' Using this definition any of the following could be bullying if they are carried out repeatedly;

- Name calling
- Mocking clothes/games
- Exclusion from games
- Hitting a child 'for just being there'
- Teasing another child's family or culture
- Making fun of work.
- Making threats
- Cyber-bullying
- Physical violence/force

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset.

When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

It is bullying if it is done repeatedly and on purpose.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can grow and learn in a safe and relaxed atmosphere.

Why do we tackle bullying?

We tackle bullying as an issue because we are an effective, caring school and we believe that:

- bullying makes people unhappy and leads to low self-esteem.
- children who are being bullied are unlikely to concentrate fully on their schoolwork.
- some children avoid being bullied by not attending school.
- children who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- we wish to build the self-esteem of all children's, especially bullies and victims.

Staff cannot deal with bullying if they are not aware of the difficulties children are facing so it is vital that children speak to an adult at the time of any incidents. There is a "Report a Concern" feature on the school website which parents or children can use to draw attention to an issue if they are not comfortable or able to address this in person with a member of staff. Parents are asked to allow the school to take a lead in dealing with bullying whilst keeping lines of communication open.

J. Dwight

Head Teacher

February 2020