



BEHAVIOUR POLICY

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BEHAVIOUR POLICY

Aims

“Hanslope School aims to create an environment for children to become confident and responsible people who are able to achieve their potential in all areas of learning and to leave as broadminded individuals with a respect, tolerance and understanding of the world in which they live”.

General Principles and Core Values

At our school we share the following principles and core values.

Principles are:

- We recognise the prime importance of a positive, confident, happy and caring environment
- Mutual respect and understanding for each other has to be shown and felt throughout the community
- Everyone should feel included and part of a group so that they can develop confidence in themselves as well as each other
- Everyone is encouraged to achieve their full potential, to become open minded and independent
- Each child is known and valued equally regardless of their gender, ability, ethnicity or faith.

Core Values include: Happiness, Celebrating individuality, Teamwork, Good relationships, Success, Collaboration, Tolerance, Respect, Communication, Creativity, Enjoyment, Opportunities for a wide range of experiences, Independence, High aspirations, Safe, challenging working environment.

The values and principles above are translated into the following **Rights and Responsibilities** for **all** stakeholders and promoting positive behaviour is the responsibility of the whole school community.

	RIGHTS	RESPONSIBILITIES
Children	<ul style="list-style-type: none"> • To feel happy and safe at school • To be taught in environments that are safe, conducive to learning and free from disruption • To be treated with respect • To have an opinion and be listened to • To expect appropriate action from school to tackle any incidents of violence, threatening behaviour, abuse or discrimination 	<ul style="list-style-type: none"> ➤ To follow reasonable instructions by all school staff ➤ To obey school rules and accept sanctions ➤ To act as positive ambassadors for the school when off site ➤ To show respect to school staff, fellow pupils, school property and the school environment ➤ Never to harm or bully pupils or staff ➤ To cooperate with any arrangements put in place to support their behaviour
	RIGHTS	RESPONSIBILITIES

<p>Parents/Carers</p>	<ul style="list-style-type: none"> • To feel welcome in the school and to be assured that their children are learning in a friendly, safe environment. • To be kept informed about significant issues relating to their child’s behaviour • To have any complaint about bullying taken seriously and investigated/resolved as necessary 	<ul style="list-style-type: none"> ➤ To respect the schools behaviour policy and the disciplinary authority of staff ➤ To ensure that their child follows reasonable instructions by staff and adheres to school rules ➤ To send their child to school each day punctually, suitably clothed, fed, rested, equipped and ready to learn ➤ To be prepared to work with the school to support their child’s positive behaviour ➤ To adhere to the terms of any parenting contract relating to their child’s behaviour
<p>School Staff</p>	<ul style="list-style-type: none"> • To work and teach in a friendly, safe school. • To enforce the school behaviour policy including rules and disciplinary measures • To expect pupils and parents cooperation in maintaining an orderly climate for learning • Not to tolerate violence, threatening behaviour or abuse from pupils or parents 	<ul style="list-style-type: none"> ➤ To ensure the behaviour policy does not discriminate against specific groups of pupils ➤ To ensure that staff are clear about the extent of their disciplinary authority ➤ To apply sanctions fairly, consistently and proportionately taking into account SEN, disability ➤ To take all reasonable measures to protect the safety and well-being of staff and pupils ➤ To keep parents informed of their child’s behaviour – good as well as bad – and support them in meeting their parental responsibilities if appropriate

Rules

Everyone's rights are woven into and protected by our school rules which encourage individual responsibility.

Our Golden Rules

Be ready to learn; don't waste time

*

Move calmly and quietly; don't make a fuss

*

Make good manners count; don't be rude

*

Show respect for others; don't be unkind

*

Be honest; don't hide the truth

They are known as our Golden Rules because they are the basis of our positive approach through which we emphasise the rewarding of good behaviour rather than simply punishing the bad. They are deliberately broad morals which every person in the school is required to use and to own.

Although these rules are applied throughout the school they need to be frequently clarified, extended and re-enforced. It is important that our children understand that everyone's rights are balanced by a set of responsibilities. Behaviour which breaks the golden rules will always be noted and may attract a consequence.

Rewards

As a school, we recognise the importance of rewards and positive reinforcement in order to motivate pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

Children are rewarded for effort using a combination of structured and unstructured reward systems which include:

- Individual praise
- Sharing achievement with other children/adults
- Smiley faces/stickers
- Certificates
- Golden Time – this is planned to be a special time within the working week in KS1 when children who have kept the Golden Rules are rewarded with a series of enjoyable activities. Children who have not kept one of the rules will lose some or all of this time and will not be offered any alternative activity. Children who modify their behaviour can earn their Golden Time back.
- House points incorporating demonstration of 'core values'.

As a school we encourage teachers to use whatever system works for them. When special recognition is required we use:

- Personalised commendation letters
- Headteacher's Awards are issued on an ad hoc basis simply by sending the child to the Headteacher with the appropriate sample of work or in recognition of good or improved behaviour or effort
- Gold Awards are presented in assemblies and are used to recognise significant achievement across a range of themes.

Routines

Play time

The children are required to be friendly, considerate and helpful as much in the playground as anywhere else. They have to learn to respect other people's games and space and remember that they share the area with lots of other children. There is also a clear expectation to respect equipment being used.

Moving around

The children are expected to move calmly and quietly around the building and to show respect for others when negotiating doorways. The school standards are set by the consistency of approach between the staff. These expectations need to be reinforced at all times and not just when the whole class is about to go into assembly or to the hall for a PE lesson.

Appropriate language

The school insists that everyone speaks appropriately to one another. We draw a firm line whenever children are heard swearing. We expect the children to be more boisterous on the playground but their noise and style of language must still operate within the bounds of common acceptability. It is also unacceptable when children use their playground voices indoors – this would include using slang phrases in public and can happen when they are in an area away from the direct control of their teacher.

Consequences/Sanctions

When the children break the golden rules they are infringing on the rights of others, and correction is necessary. As a school we take a common approach to behaviour management which includes a variety of consequences. Consequences tend to be hierarchical but this does not mean that they need to be strictly followed in order. On the contrary we will choose the most appropriate consequence to match the needs of each situation. The challenge for us all is to correct the child's behaviour in the least intrusive way. Sanctions may include:

- ✓ One-to-one discussions to explore reasons for behaviour
- ✓ Removal from class and being sent to another with appropriate work to complete
- ✓ Withdrawal from a particular group
- ✓ Withholding participation in a school trip or event that is not part of the curriculum
- ✓ Loss of break or lunchtime privileges
- ✓ Being asked to carry out a useful task in school as directed by the adult

Please refer to Appendix 1 and 2 which outline the formal procedures used within each Key Stage of the school. (Rainbow KS1 and KS2 Behaviour Ladder)

Behaviour beyond our normal expectations

Occasionally individual children's behaviour is such that it goes beyond what we consider acceptable and needs a serious response. It must be noted that the school has a statutory responsibility to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct; all teachers and other staff with pupils in their charge have the power to do this. We do, however, take into account pupil characteristics such as SEN and disability, when imposing chosen sanctions, but remain mindful of the duty of care to all other pupils and staff.

With younger children it is often the case that the class teacher will make contact with the parent at the end of the school day. Such early meetings are vital in establishing an early concern and enlisting parental support.

Involvement with parents remains an important sanction in the children's minds and as they become older more formalised approaches may be required. An older child presenting with difficult behaviour may be put "on report" by the Headteacher and a monitoring system established.

At the point of such behaviour being demonstrated by pupils, parents will be informed, following which a discussion will take place to record our concerns and to agree appropriate improvement targets.

In the event of serious behaviour related incidents taking place, the staff member who witnessed it/dealt with it will be required to log the incident in the official school Incident book located in the main office.

Internal exclusions are implemented when the HT or Deputy decide that proceeding to a fixed term exclusion would not be appropriate at that point, but that the level of misbehaviour warrants an alternative course of action.. In such instances, work is provided by the class teacher but the child is placed in a different classroom or the HTs office to complete the agreed tasks. In such instances, the child will forfeit break and lunchtimes.

Use of reasonable force

We use the non-statutory DFE advice document 'Use of Reasonable Force – Advice for Headteachers, staff and governing bodies' as guidance for the application reasonable force at the school. The school will adapt its policy in the light of any reviews.

A key point in the advice is that 'School staff have a legal power to use force and lawful use of the power will provide defence to any related legal action'. The decision on whether or not to intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Restrain a pupil at risk of harming themselves through physical outbursts

The school does not require parental consent to use force on a student, but parents will be informed if such measures have been taken. This will be recorded on the school's Parent Contact Form proformas.

In all cases where reasonable force has to be used, the child's age, current personal circumstances and related SEN factors will be taken into account.

Please refer to the school's policy on Physical Intervention for further information.

Behaviour outside school

Pupils at Hanslope School remain subject to this Behaviour Policy when on school trips or at sports fixtures, for example. For behaviour outside school, but not on school business, the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour among the pupil body as a whole. This will be a matter of judgement for the Headteacher. Pupil's behaviour in the immediate vicinity of the school or on a journey to or from school can also be grounds for exclusion.

Fixed term exclusions

Only the Headteacher or the staff member acting on his/her behalf (The Deputy) has the power to exclude a pupil. The decision to exclude will be taken where ***'there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school'***

The following are examples of when a fixed period exclusion may be imposed:

- Severe or repeated cases of verbal aggression towards peers/adults
- Severe or repeated cases of physical aggression towards peers/adults
- Repeated refusal to follow the school behaviour code
- Pupils in possession of illegal drugs or dangerous items such as knives

Should it be necessary to exclude a child for a fixed term following a thorough investigation of an incident, parents will be contacted and will be provided with a written statement outlining the reasons for the exclusion. At the end of the fixed term period, a meeting will be held with the child, parents and Headteacher to agree the child's re-integration to school.

Sometimes at this stage, the school may elect to involve outside agencies for support in order to prevent further exclusions. For pupils whose behaviour is in danger of deteriorating rapidly and who are in danger of permanent exclusion, a Pastoral Support Plan (PSP) This will identify precise and realistic targets for the pupil to work towards and will be agreed with parents. A Risk Reduction Plan (RRP) may also be put in place for a pupil whose behaviour significantly compromises the welfare and safety of others in the school.

In terms of the full exclusion process, Hanslope School currently uses the guidance as outlined by the 2008 DFE document 'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units'. The school will, on the advice from the LA, use recommended materials that have been updated.

Expectations of behaviour from adult stakeholders

The school expects that all adults (staff, parents and Governors) lead by example in terms of conduct on the school site and when on school trips. Staff employed at the school are guided by this policy, in addition to the school's Code of Conduct.

There is an expectation that all visitors to the school act as positive role models to the children in our care. In the event of unreasonable or aggressive behaviour being directed towards either staff or pupils, the school has the authority to insist that such persons leave the school premises on request. Such incidents will also be officially logged. Should there be repeated incidents of aggressive behaviour on the part of adults, the school may, in liaison with the Local Authority, implement a temporary formal ban from the school site.

ANTI-BULLYING POLICY

Aims:

Our overall aims are as follows:

- To deter bullying activities in our school
- To propose suitable strategies for dealing with incidents of bullying
- To ensure the development of emotional and physical well being of pupils and staff

What we mean by bullying:

We accept the definition of bullying as "the wilful conscious desire to hurt, threaten or frighten someone else". We do not feel it necessary to restrict our definition to actions which are repeated, as bullying is, by definition, restricted to wilful conscious desires, it follows therefore that not all aggression is necessarily a form of bullying i.e. some children can play roughly without meaning to hurt others. When teaching the children about what constitutes bullying, we use the acronym STOP – Several Times On Purpose.

We feel it is very important to be aware that bullying behaviour takes a wide variety of forms. We recognise there are perpetrators who select a particular victim, and those who seem to act aggressively to multiple victims. We recognise that apart from physical abuse bullying will also include other forms such as staring, name calling, aggressive body language, isolation, domination, interference with possessions etc.

Strategies:

We have developed a variety of possible intervention strategies which cover not only immediate responses to situations but develop further ideas on what else could be done. Importantly we have described some responses which we should all try to avoid. These strategies are grouped under the headings Always, Sometimes and Never.

Always

- Take the incident seriously and follow up suspicions of bullying.
- Record a brief details of the incident
- Reassure the victim and don't make them feel inadequate.
- Offer concrete help, advice and support to the victim.
- Decide whether your action is best done in private or in public.
- Explore the situation with the perpetrator.
- Get the perpetrator to see the consequences of their behaviour.

Sometimes

- Share with other staff, Headteacher, Head Dinner Supervisors etc especially if vigilance is necessary.
- Observe what is happening.
- Apply sanction if appropriate.
- Consider involving parent of perpetrator and /or victim.

Never

- Ignore complaints of bullying
- Assume that the perpetrator is totally bad or totally wrong.
- Label the children as bullies
- Call in parents without having a constructive plan to offer either side

Prevention

The prevention of bullying lies at the heart of our school ethos. We see ourselves very much as a caring community and wish to instil in all our children the desire to be kind, to be fair and to be honest. These attributes do not necessarily develop of their own accord and as with the other elements of our school ethos require forward planning as well as regular maintenance. This we provide through opportunities within the curriculum.

Support for Children

When working with children there are a wide variety of strategies which we can use including:

- Close 1:1 support from a special teacher or Teaching Assistant- which may not necessarily be the current class teacher - just the one who seems most appropriate
- Children will be supported outside the classroom environment by a buddy.
- Showing respect for the child's opinions and possible choices.
- Ensuring that the child knows that they can speak in confidence, but are also aware that there may be some things which the adult may have to share with someone else.
- Use of Circle Time to discuss problems in groups and to develop solutions co-operatively.
- Use of PSHE lessons/School Assemblies to address common problems – raise issues – develop explanations – set targets.
- Reference to 'the Helping hand'

Support for Parents

Parents need to feel that they can bring issues to school and that they will be heard. Their feelings are real and at times individual parents will need a lot of support. This can usually be addressed by:

- Liaison with 1:1 support from the class teacher, supplemented when necessary by the previous teacher or a more senior teacher.
- The senior management team are ready to be involved in support of the class teacher.
- The Headteacher manages many issues and can call on further resources outside the school as required.
- Other personnel (admin, teaching assistants, midday supervisors, governors etc) can often provide excellent support to known individual parents and work to keep the relevant staff informed as situations develop.
- Parents can get support directly from the school nurse, the educational psychologist, SENDIS staff as well as the Behaviour Support Team etc. This is accessible via the school SENCo.

Support for Staff

The staff are able to access a range of support from the school in managing behavioural issues. The culture of the school is one of mutual support in which it is recognised that regardless of experience everyone will at some time or other be in the position of having to manage a behavioural problem. We have access to the Behaviour Support Team who can offer 1:1 surgery sessions. We recognise that there are times when we have all had enough and it is best for a child to leave the room. We have established procedures for managing that eventuality. When faced with very challenging behaviour no teacher should feel that they are

on their own – it is something with which we are all ready to share our ideas or to take over where necessary.

Consultation

This policy has been developed through consultation with staff, governors, parents and children where appropriate. Consultations on specific aspects of our practise will be undertaken annually and the results used to make improvements as necessary.

It is appreciated that despite best endeavours there may be occasions when matters may not be resolved to parents satisfaction. Should this occur, a formal complaint procedure is available if parents wish to raise the matter with the Governing Body.

Review

This policy will be reviewed annually. A consultation period with parents/carers will form part of the process.

The Behaviour Rainbow – Linford (KS1)



Children begin each week at the top of the Rainbow, in the 'GOLD' section. Children who remain in this section for the whole week are rewarded with Golden Time on a Friday afternoon – this is a selection of fun activities from which they are able to choose.

Should a child break one of the Golden Rules, they move down the rainbow and consequences are imposed. It must be noted that additional sanctions may be imposed depending on the gravity of the action. Please refer to consequences/sanctions section above.

Section of the Rainbow	Consequence
Orange	A warning is given
Red	5 minutes of Golden time is missed
Blue	10 minutes of Golden Time is missed and a note is put in the Home/School Book
Indigo	15 minutes of Golden Time is missed and a note is put in the Home/School Book
Violet	Children are sent to see the KS1 Manager and parents are informed via letter or telephone

All children have the opportunity to earn their way back up the Rainbow throughout the week with sustained acceptable behaviour.

Appendix 2

Behaviour Ladder – Key Stage 2

GREEN: What we expect.

YELLOW: Disturbing the learning of the class

A warning, sometimes followed by 5 minutes in another classroom

DARK YELLOW: Being unkind e.g. name calling

Miss break time and/or write a letter of apology

ORANGE: Persistent bad behaviour

See Key Stage 2 Manager or the Deputy. Parents will be contacted.

RED: Aggressive behaviour e.g fighting, shouting, swearing

See the Headteacher

APPENDIX 3

SERIOUS INCIDENT LOG

Name of perpetrator: (pupil/adult)

Class:

Date of incident:

Description of incident

Follow – up action (to be agreed with Headteacher/Deputy)

Signed: (adult witness)

Signed:(Headteacher/Deputy)