



## Hesleden Primary School

# Behaviour Policy

At Hesleden Primary School we wish to make sure that all children are happy and able to achieve their maximum potential. We want our children to learn new skills, information and build self-esteem.

We aim to work alongside parents to encourage children to develop as fully as possible. We want to help children grow academically, socially and personally.

We are particularly concerned with promoting good behaviour but we believe that good behaviour needs to be carefully developed both at home and at school. It is too important to leave to chance.

This policy covers all school circumstances, including educational visits and after-school clubs.

In writing this policy we have paid particular reference to the following Articles from the UNCRC...

**All children have the right to a primary education (Article 28)**

**All children have the right to be listened to (Article 12)**

**All children have the right to be safe (Article 19)**

We strive to ensure that all behaviour in school from adults and children will demonstrate our approach to rights and being respectful to each other.

This policy has been produced by staff, pupils, parents/carers and governors of our school and reflects our school ethos and aims and should be read alongside the school policies concerning anti bullying strategies, child protection and equal opportunities.

## **Introduction**

The whole school community has helped to produce this policy so that children can learn and develop in the safest and securest way possible. We believe in having a positive approach and will reward children for their achievements and good behaviour as much as possible. We want all children to enjoy school and learn about their rights and how to promote the rights of others so that we can all help to make our school a happy, positive and learning place.

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **Roles and responsibilities under this policy**

### **The governing body**

The Curriculum & Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

This Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum & Standards Committee, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents using CPOMS
- The senior leadership team will support staff in responding to behaviour incidents.

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the school charter and refer to it
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Children - a code of conduct**

At all times we will promote the following knowledge and attitudes from children and adults to make our school a happy place to be:

- understand that they have rights and should respect the rights of others
- have a positive attitude and be enthusiastic
- be good workers and stay on task
- be co-operative
- be good listeners
- be helpful and kind
- be polite to everyone - adults and children
- be happy
- use initiative and think of good ideas
- be caring and sharing towards everyone
- sit still or be active at the appropriate times
- be supportive of each other
- respect themselves and each other, including visitors
- look after our school and everything in it
- say sorry if we upset anyone in or out of school and show forgiveness when people upset us

Through this, children will learn what good behaviour means, and to care for one another. They should learn the value of friendship, respect and responsibility whilst developing self-confidence, self-esteem and independence.

We will work together to prevent all types of negative behaviour **including bullying**, which 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

Types of bullying includes:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory, including:
  - Racial / Faith-based / Gendered (sexist) / Homophobic/biphobic / Transphobic
- Disability-based - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In light of Ofsted's report (Everyone's Invited) we have also added Appendix 2. Sexism and Sexual Behaviour as an appendix to our Behaviour Policy.

### **Equal Opportunities and Special Educational Needs**

We expect all children to respect the School Charter. However, this will be more difficult for some children at certain times. Children with behaviour difficulties, including those on the SEND Register, may:

- Take part in small group or one-to-one sessions
- Have regular meetings with Support staff and parents/carers
- Have targets for improved behaviour on their Support Plan (if needed)
- Need additional support to understand the expectations

Children are, however, expected to recognise that:

- They are encouraged to take responsibility for their own actions and behaviour
- Inappropriate behaviour/action leads to agreed consequences

### **Responding to good/expected behaviour**

Some of the ways in which we will encourage and praise **good behaviour** are:

- ★ a smile
- ★ verbal praise
- ★ a thank you
- ★ special stickers
- ★ comments and stamps in books
- ★ a clap
- ★ certificates
- ★ messages home
- ★ special visits to the HT or other adults
- ★ star of the day/week
- ★ class trophies

We have developed a '*Learning and Behaviour guide*' for children and adults to summarise the strategies and systems we use in school (described in this policy), and to show how these work together to help us learn better and behave well.

## Rights Respecting

As a Rights Respecting school, we use our School Charter to support behaviour in our school. When we sign this charter, we agree that we will all behave in a respectful way. Our Charter is based on **five Rights**. To make sure everyone achieves their Rights, each one has **RULES** which we expect everyone to stick to.

### The right to an education



- ✓ Be here; be on time
- 🤝 Work together; do your best
- ✂ Don't waste time: finish tasks
- 👋 Take part in class activities
- ✗ Don't be a 'Monster'

### The right to feel safe

- 👋 Be polite and use manners
- 😞 Don't hurt other people
- 👤 Follow instructions
- ✗ Don't run or shout in school
- 🗨 Tell an adult if you're worried
- 👋 Take responsibility for your actions



### The right to speak and be listened to

- 🗨 Give your opinions politely
- 👋 Respect other's opinions
- 👂 Listen when adults and children are speaking
- 🗨 Use indoor or outdoor voices at the right time



### The right to a clean and safe environment

- 📦 Look after school equipment
- ✂ Put things away and tidy up
- 💞 Respect each other's property
- 🌿 Take care of the school and its surrounds



### The right to play and relax

- 🎮 Play together fairly and let others join in
- 🏆 Don't spoil other games
- 🌐 Share equipment
- 😞 Don't hurt anyone



Our Charter should be referred to regularly as a reminder in class and across school, during teaching, break times and assemblies, for example, especially if/when children are not behaving as expected.

## **House Points**

Children can be awarded House points for positive behaviours. This includes using good manners, actively participating in lessons, or groups both in class and with other adults.

House points are awarded to the individual, but for the benefit of the team. Children do not 'lose' house points as a consequence for unwanted behaviour and not letting others have their rights.

## **Zones of Regulation**

During spring and summer 2023 we introduced Zones of Regulation in school. This should help children to identify, and communicate, how they are feeling, and understand that certain feelings cause certain behaviours.

Over time and with further understanding, children will learn to use strategies which help them move 'into green – a good place to learn'. Together, a toolkit of strategies will be developed, and children will be encouraged to use these to manage their feelings and change their resulting behaviour.

Zones of regulation are on display in the hall and in classrooms and are including in the Behaviour and Learning guide.

## **Restorative Approaches**

Restorative conversations bring those who feel they have been harmed, and those who may be responsible for the harm, together to talk and listen, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward, i.e:

- a. It provides those who have been harmed (often referred to as 'victim') with a forum to 'have their say and be heard', which is vital to the healing process
- b. Secondly, it presents the harmer (often referred to as 'offender' or 'perpetrator') with an onus of responsibility for their actions, an opportunity to make some form of reparation
- c. Ultimately, it can form the basis of reintegration of the harmer back into their community (social group, class, year group, school) that might possibly prevent further conflict

Staff have completed training in this area and the process will continue to be implemented.

Restorative approaches may not be suitable of every incident, but if managed and well-supported, should be appropriate for all children's opinion to be heard.

## **Expected Behaviour**

Good behaviour should be expected at all times; however, it is important that children are familiar with the expectations to do so. Children should be taught how to behave well and appropriately in situations both in class and inside and outside school, and this should be consistent – this include regular reference to our Charter. All routines should become automatic and *all adults* are responsible both for encouraging good behaviour (and rewarding such) and challenging unexpected behaviour of *all children*, including those outside of their own class.

### *Minimum expectations:*

Routines should be taught, practised and reinforced at every opportunity to ensure a calm and safe environment is maintained.

- Moving (walking) around school should be done sensibly and quietly. Using 'indoor voices' and 'quiet feet'. Lines should be in single file. Respect should be given to those at work in other rooms.

- Lining up - single file and smartly
  - on the yard before coming into school (break/lunch times) and before going through the gate/barrier (home time – on view to parents)
  - in corridors outside of classrooms before going to assembly / out of school / returning to class
- In assemblies, children will sit by class (or by cohort), cross legged and quietly, usually boy/girl. Children talking should be challenged, or moved to minimise disturbances.
- Leaving classrooms (and hall at lunchtime), children should first stand behind their chairs which should be tucked under tables for safety.
- In lessons, children should
  - Sit, facing the front/speaker, all chair legs down
  - Actively listen and participate (eyes on the adult; no disruptions)
  - Get on, complete tasks, don't waste time
- Using good manners; children should:
  - be reminded to use 'please' and 'thank you' at all appropriate times
  - say 'good morning', or respond to similar greetings
  - let others pass in the corridor (especially visitors)

### **Responding to misbehaviour - Consequences**

If anyone forgets to help others have their rights, or feels that they cannot manage their behaviour with strategies, we will try to help them resolve problems and understand how issues can be dealt with in a positive way through discussion and compromise. Adults will always be fair in their approach, and use appropriate tone and language when dealing with behaviour incidents.

As we try to develop children's independence we expect them to take responsibility for their actions and always tell the truth whenever incidents are investigated, knowing that any factors which contributed to the incident will be identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. For the vast majority of children, the school will use the following sanctions in response to unacceptable behaviour, for some children, individual behaviour plans may be required:

- **Step 1** – 1<sup>st</sup> Warning
- **Step 2** – 2<sup>nd</sup> Warning
- **Step 3** – 3<sup>rd</sup> Warning - Reflection time in Class 3  
This will be to complete class work, reflect on behaviour, discussion with Mrs Johnson – this incident will be recorded in our behaviour log and a text message will be sent to parents  
Steps 1-3 may only be repeated up to twice in one week
- **Step 4** – If a third Step 3 is reached in a week – visit to Mrs Dunn – warning
- **Step 5** – Second visit to Mrs Dunn in a half-term – phone call with parents to discuss next steps  
Parental involvement is usually necessary when another person has been hurt or children have chosen not to change their behaviour. Further consequences may include:
- **Step 6** – In-school isolation
- **Step 7** – Referral to the Guidance & Learning Centre (to avoid Suspension from school)

Parents may be asked to agree and sign a Behaviour Management Contract or Positive Handling Plan. Children may also be suspended from school. For serious misbehaviour children may be suspended by the Headteacher and the Governing Body for up to 45 days, each year. A last resort is permanent exclusion.

In serious cases, some steps may be missed out. In extreme cases, children may be removed from their class to restore order / maintain safety of others / to de-escalate the situation.

If a child chooses to behave inappropriately then they must learn that actions have consequences. We are concerned with fairness and with giving each child the opportunity to make the right choices at all times.

### **Off-site behaviour**

Sanctions may be applied where a child 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

### **Malicious allegations**

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Pupil transition**

To ensure a smooth transition to the next year, children 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 children transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.



## Appendix 1: Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children, parents and staff
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and child's home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Sexism and Sexual Behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

- We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name calling and sexist comments
- **Sexist comments** are those which discriminate based on sex, particularly against women
- **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex
- All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:
  - Ask them to apologise to anyone the comment was directed at
  - Support and educate them to improve their behaviour
  - Monitor their behaviour for any recurrence
  - Escalate the sanction to either a letter or phone call to parents if the pupil refuses to apologise in the first instance
- Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like

Refer to our Child Protection & Safeguarding Policy for further information about:

- What the acceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

Reviewed Autumn 2023 (with Children and Governors), the policy will be reviewed every two years or as necessary.

Approved by the Governing Body:.....

Date:.....