

Behaviour Policy

March 2020



Limitless Potential

Ignite Passion

Embrace Difference

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School Policy

Hazlewood Community Primary School

Date: March 2020

Date for Governors Review: March 2021

Vision Statement

LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

'At the heart of our school, all individuals have opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community.

Through nurturing and trust, we can open the door to exciting new adventures, challenges and experiences to spark dreams for every child.'

Message from all Staff and Governors of Hazlewood Community Primary School

At Hazlewood Community Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

At Hazlewood Community Primary School, we expect:

Respect
Support
Consideration

To achieve these we will:

Be friendly and polite
Call people by their preferred name
Move around the building quietly, please walk
Follow directions from staff straight away

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Hazlewood Community Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- Look after personal and school property
- Be helpful to those in need and keep unhelpful hands, feet, objects and comments to ourselves.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following the agreed Code of Conduct (agreed & ratified by Board of Governors).
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.



CODE OF CONDUCT

For a safe and happy school we are expected to...

- Arrive at school on time;
- Wear our school uniform;
- Show respect to everyone in school;
- Be truthful, well- mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly and quietly in the corridors;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control; and
- Line up quickly and quietly when the bell rings.

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.

The Rights and Responsibilities of Everyone in Hazlewood Community Primary School

OUR PUPILS

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> • Be valued as members of the school community; • Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; • Make mistakes, and learn from them; • Be treated fairly, consistently and with respect; • Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; • Be taught in a pleasant, well-managed and safe environment; • Work and play within clearly defined and fairly administered codes of conduct; • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; • Develop and extend their interests, talents and abilities. 	<ul style="list-style-type: none"> • Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead; • Respect the views, rights and property of others, and behave safely in and out of class; • Co-operate in class with the teacher and with their peers; • Work as hard as they can in class; • Conform to the conventions of good behaviour and abide by school rules; • Seek help if they do not understand or are in difficulties; • Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

The Rights and Responsibilities of Everyone in Hazlewood Community Primary School

OUR STAFF

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • A suitable career structure and opportunities for professional development; • Support and advice from senior colleagues and external bodies; Adequate and appropriate accommodation and resources; • To be treated with care and dignity from all members of our school community; 	<ul style="list-style-type: none"> • Behave in a professional manner at all times; • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked; • Show interest and enthusiasm in the work in hand and in their pupils' learning; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert to pupils in difficulty or falling behind; • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice; • Share with the parents any concerns they have about their child's progress or development; • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development; • Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed. • Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken

The Rights and Responsibilities of Everyone in Hazlewood Community Primary School

OUR PARENTS/ CARERS

Parents/ Carers Rights	Parents/ Carers Responsibilities
<ul style="list-style-type: none"> • safe, well-managed and stimulating environment for their child's education; • reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; • be informed promptly if their child is ill or has an accident, or if the school has concerns about their child; • be well informed about their child's progress and prospects; • be well informed about school rules and procedures; • a broad, balanced and appropriate curriculum for their child; • be involved in key decisions about their child's education; • a suitably resourced school with adequate and well-maintained accommodation. 	<ul style="list-style-type: none"> • ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead; • be aware of school rules and procedures, and encourage their child to abide by them; • show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home; • act as positive role models for their child in their relationship with the school; • attend planned meetings with teachers and support school functions; • provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Rewards

We at Hazlewood Community Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week/ Headteacher Award/ Inspirational Awards
- Certificates
- Written comments in books
- Sending the child to another teacher, Deputy, Headteacher for praise.
- Special responsibility jobs for pupils e.g. School Ambassadors
- Individual or Group Prizes
- Class Dojo points

Parents, Carers and other family members will be invited to celebrate their child achievements at a special Star Awards ceremony at Woodlands Hall Community

Attendance Rewards

Termly 100% attendance certificates will be given as a reward for excellent attendance at a special assembly. Certificates at the end of the school year for 100% attendance will be presented to the children.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Hazlewood Community Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.
- Staff to log the behaviour incident using the behaviour log template (See Appendix 2)

The whole school follows the Behaviour 5 Points Scale (See Appendix 1). This behaviour scale approach provides a consistent approach across all key stages.

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a behaviour 5 Points Scale. The scale focuses on no more than 5 rules and clearly states the sanctions. If a pupil chooses to break the rules the consequences are also clearly stated.

For the behaviour 5 points scale to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Headteacher will seek support of the Local Authority's Learning and Behaviour team to support children with behaviour issues. In most cases, this will be to find strategies to promote positive behaviour and avoid exclusion but in some cases it will be in response to a particular incident.

If a child appears likely to continue with behaviours that will lead to fixed term exclusions, the school will meet the Local Authority's Fair Access Panel for advice. In the first instance the panel could offer advice and/or support.

Fixed term exclusions must not exceed 45 days in a school year for a pupil.

The Headteacher must arrange a reintegration interview following any fixed term exclusion.

A permanent exclusion should only take place when the school has exhausted all other strategies.

Pupils whose behaviour is repeatedly disruptive at lunchtimes may be excluded from school for the lunchtime period.

All exclusions made are formal, all informal or unofficial exclusions are illegal.

SEN

Pupils who have Special Educational Needs that affect their behaviour will have strategies to use and targets to achieve set in their individual provision map.

Therefore, they may be treated differently in the consequences they receive as to pupils who do not have special needs with regard to behaviour.

Teaching Responsible Behaviour

Just as the children need to be taught about the curriculum in order to learn and understand, so they need to be taught how to behave responsibly if they are to do so.

At Hazlewood Community Primary School, children will be specifically taught responsible, appropriate behaviour.

Children with persistently challenging behaviour

Some children with more specific behaviour needs may have a Personalised Behaviour Plan in place with individual targets and strategies. These may include:

- Home/school liaison book
- Daily sticker chart
- Specific mentoring sessions

Very challenging behaviour may result in fixed-term exclusion at the Head Teacher's discretion.

Discriminatory Behaviour

Any racist, sexist or discriminatory behaviour is regarded as unacceptable and is logged separately and reported termly to the LA.

The school specifically teaches the importance of valuing and respecting each other.

Children are taught that all forms of discrimination are wrong.

The Behaviour Plan is in line with the school's Equalities Scheme and Policy.

Behaviour issues are monitored in terms of equalities.

Anti-bullying

The school does not tolerate any kind of bullying. Incidents of reported bullying will be investigated.

Paper copies are always available and it is also published on the school website.

The school will continue to educate pupils about anti-bullying strategies during anti-bullying week and the PSHE curriculum.

Any pupil caught bullying will face severe consequences.

The Department of Education defines bullying as:

"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself." 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

(DfE "Preventing and Tackling Bullying" 2014)

Extended Services including after school clubs

School staff, parents and external providers will run after-school clubs at the school. School staff will run their clubs in line with this policy.

External providers will have the expectations for behaviour shared with them when arrangements for the club to commence are made. The providers will maintain discipline at their club. If there are concerns over this, parents will raise the issue with providers in the first instance. If they continue to have concerns they should contact the Headteacher.

If there is a concern over safety at a club, the headteacher should be contacted in the first instance.

If external providers request that pupils do not participate in clubs on grounds of poor behaviour that contravenes the school rules, the headteacher will consider giving a warning or if necessary, ceasing the child's participation.

To participate in teams that represent the school, pupils will be expected to behave well in school. Representing the school may be a privilege that is removed if children do not behave in school.

Activities off-site

Pupils are expected to follow school rules in activities off site.

Staffing ratios should always ensure there is enough staffing available so that behaviour can be managed effectively.

Inappropriate behaviour, particularly refusing to follow instructions or putting themselves or others in danger could result in the activity being cut short for the pupil and the parent, or carer, will be called to collect them.

Inappropriate behaviour which prevents effective planning of provision for a child on an offsite activity may mean the pupil cannot participate.

E-safety and Behaviour on the internet

Pupils are expected to follow the school rules in their conduct whilst using the internet and publishing materials online.

To support this, they are expected to keep their passwords secure and only share them with their parents as inappropriate behaviour via their log-in may be tracked to them.

Equality Duties

This policy will be applied in a consistent, non-discriminatory fashion to ensure it meets the requirements of the Equality Act.

Monitoring of policy

This policy will be monitored by the Headteacher and his senior leadership team to ensure it is robust in ensuring the smooth day-to-day running of the school and it supports minimal disruption to lessons.

The Headteacher will report on the operation of this policy to the Full Governing Body on a yearly basis and when reviewed.

Appendix 1: Behaviour 5 Points Scale

5. Discussion with Head teacher and parents informed – sanctions at the Head teacher's discretion.

Bullying – including racist or homophobic incidents

Causing physical harm

Intentionally damaging property

Bad language including swearing

Leaving school premises without permission

Using threatening language

Showing disrespect to an adult

Escalation of any of the points below

4. Loss of all of break and or lunchtime and discussion with senior leader (Parents may also be informed)

Continuous disruption in class including any of the points below

Refusal to follow instructions and or do work

Leaving classroom without permission

Inappropriate or bad language

Lunchtime or break-time incidents including fighting and arguing where both parties are to blame

Disrespect for other people's property

3. Loss of part of break or lunch time

Persistent disruption in class including any of the points below

Insufficient amount of work

Wasting time including returning from break or lunchtime

In areas of school that are not permitted

2. Loss of dojo point

2nd reminder for talking/shouting out in class

2nd reminder for not doing work

2nd reminder for being out of seat

Running in corridors

1. Reminder from class teacher

Talking/shouting out in class

Not doing work

Out of seat

Appendix 2: Behaviour log**Behaviour Incident Record**

Name of Child

Class Year

Date of Record	Recorded by:
Date of Incident	
Time of Incident:	Location of Incident:
Names and Classes of children involved: (Please indicate victim (v) or perpetrator (p))	
Type of Incident: <ul style="list-style-type: none"> ◇ Abusive language ◇ Aggressive behaviour ◇ Disruptive ◇ Destructive ◇ Withdrawn ◇ Self-injury 	<ul style="list-style-type: none"> ◇ Bullying ◇ Racist ◇ Sexual ◇ SEN traits ◇ Others
Brief description of Incident:	
Action Taken <ul style="list-style-type: none"> ◇ Children concerned interviewed ◇ Class Teacher informed ◇ Head/Deputy informed ◇ Parent/Carer informed verbally ◇ Letter to Parent/Carer ◇ Other (Please state below) 	
Consequences/Further action	