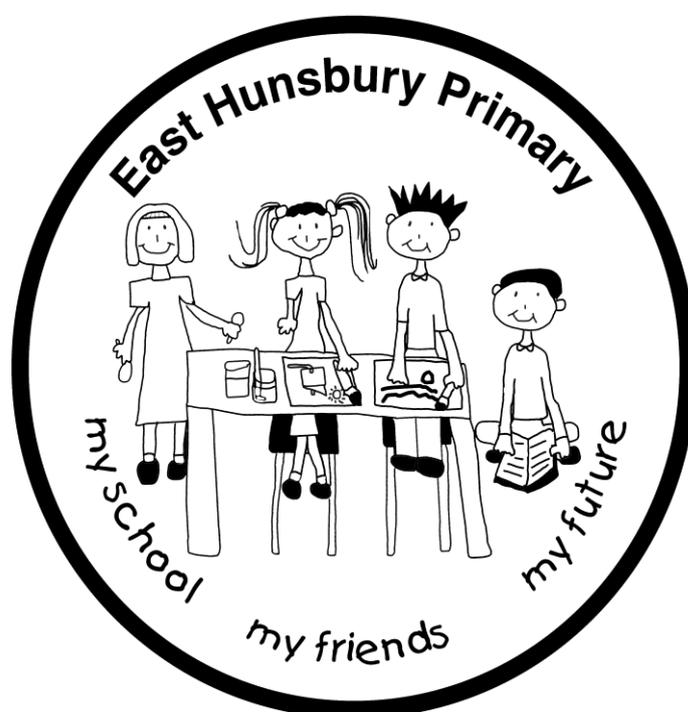


East Hunsbury Primary School



Behaviour Policy

Behaviour Policy

Introduction:

We believe...

- Our school should be a stimulating and welcoming community in which all children and adults feel valued, able to contribute and where relationships are based on mutual respect.
- Children should be active participants in the learning process and be provided with experiences that maximise their involvement, autonomy and independence.
- We should be an inclusive community where pupils are offered opportunities to grow together, learn together, laugh together and celebrate together.
- We should equip our children with the skills they need to be happy and successful in life, nurturing in them a true and lifelong love of learning.
- We are responsible for the development of the whole child. We recognise differing needs and endeavour to meet these needs, maximising the opportunities for children to explore their physical, social, emotional and intellectual potential.
- We should be a community that respects and celebrates diversity.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports learning and teaching
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and consequences
- To ensure that staff, children, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

Rationale:

Every school must have a current and effective Behaviour Policy designed to raise standards of behaviour and conduct across the school community and to help keep everyone safe. The policy will define how the school manages and promotes good behaviour from; children, parents/carers and staff.

The policy is continually reviewed and designed to enhance the development of emotional wellbeing and positive relationships between children, adults, parents/carers and other members of the wider school community.

It reflects current practice within the school and is used to ensure that behaviour and conduct is promoted and managed in a fair and consistent way across the school community.

Aims and expectations:

The Behaviour Policy outlines the school's underlying philosophy and management of behaviour and conduct and will help school to;

- Promote positive behaviour and conduct
- Encourage self-discipline and responsibility
- Encourage mutual respect between staff, parents and children
- Prevent all types of bullying and keep everyone safe
- Regulate and manage pupil conduct
- Ensure that children try their best with all learning activities

Communicating the Behaviour Policy with Parents/Carers:

Parents/carers play an important part in their child's progress at school. East Hunsbury Primary School respect and value the involvement and support of parents/ carers and will endeavour to provide as much information as possible to help them support school and their child.

Any parent wishing to see a copy of the behaviour policy during the year can request it from the School Office, or access it via the school website. Parents/carers are encouraged to talk to their child about school expectations and their own progress.

Every family received a Home/School Agreement when joining East Hunsbury Primary School which summarises the expectations of pupils, parents and the school in our efforts to promote good behaviour and conduct.

Roles and Responsibility of Staff, Children and Parents/Carers:

At East Hunsbury Primary School, we believe that all staff and parents have a shared responsibility for managing and promoting good behaviour.

Children are expected to:

- Follow school rules and adult instructions
- Be responsible for their own behaviour and conduct around school
- Move around school safely and with courtesy and regard for others
- Show respect for the needs, opinions and beliefs of others
- Complete their work to the best of their ability as agreed by the teacher
- Show respect for the working environment and the learning of others
- Co-operate in all aspects of school life and when on visits outside school
- Understand and manage their own feelings/behaviour and take responsibility for their actions

Staff are expected to:

- Be a positive role model for children and families
- Talk to children and adults with respect at all times
- Ensure all children are aware of school rules, expectations and their right to learn
- Ensure that children behave well at all times, following the Golden Rules
- Take an interest in the progress and welfare of every child
- Address any incidents calmly and promptly
- Keep a record of significant incidents/log of behaviours for identified children
- Adhere to our behaviour policies including agreed sanctions and rewards
- Use positive praise as a form of recognition for good behaviour and correcting unwanted behaviours

- Make school a happy and safe environment in which to be
- Ensure the safety and wellbeing of all members of the community
- Help children to understand and manage their feelings/behaviour and teach strategies that will help them manage them successfully.
- Contribute to developing an ethos of mutual respect between all members of the school community
- Keep classrooms tidy and well organised

Parents/carers are expected to:

- Talk to their child about the behaviour policy and discuss the Home/School Agreement
- Help their child to understand and manage their feelings and behaviour
- Behave in a reasonable and civil manner towards school staff, children and other parents
- Work in partnership with school staff and support the actions of school when consequences are imposed
- Inform their child's Class Teacher of any concerns or changes at home that may affect their child's behaviour or wellbeing
- Attend meetings that concern their child's progress
- Ensure their child comes to school regularly, on time and has the correct equipment

Governors are expected to:

- Be involved in establishing guidelines on expected standards of behaviour
- Review the effectiveness of the behaviour policy
- Support the Headteacher in implementing and embedding the policy
- Listen and respond to the views of children, parents/carers and staff

Golden Rules:

Our Golden Rules have been developed from our mission statement and in consultation with the children and staff. Our Golden Rules apply to everyone in or visiting our school. Our school logo was designed by pupils to reflect our Golden Rules relating to: our school, our friends, our future.

My School. We take care of our school and our things.

Keep our cloakroom tidy and safe
 Look after our classroom and our equipment
 Use all school areas sensibly

My friends. We are kind, considerate and listen to each other.

Take turns and listen to each other
 Use kind hands, feet and words
 Walk sensibly & hold doors open for other people

My future. We try our best in everything we do.

Ask for help when you find something difficult
 Listen to all adults in school and follow instructions
 Believe that YOU CAN DO IT – and KEEP TRYING!

The Golden Rules are clearly displayed in every classroom and around the school. At the beginning of each term, the Class Teacher discusses the rules and expectations with their

class to ensure all children are familiar with them. Each class also displays the school rewards and consequences as outlined in the behaviour policy.

Children are taught to observe others following the Golden Rules (acting as role models) and staff refer to them if rules are broken. The Golden Rules are referred to in assembly and all staff take responsibility in ensuring that children follow them. Children are rewarded for keeping the Golden Rules.

A Positive Approach:

East Hunsbury Primary School staff help all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim to develop positive attitudes towards the school and use rewards and consequences to encourage good behaviour.

Staff encourage children to develop self-belief, self-confidence and a positive attitude towards school life. Positive praise, recognition and encouragement will be used to help children develop an 'I can' attitude to learning.

Classroom Management:

Class Teachers and support staff should adopt a calm, sensitive and fair approach to behaviour management in the classroom. Approaches to ensure that behaviour is managed consistently includes:

- set out the classroom with behaviour management in mind
- be there to receive the pupils when they enter the school and class
- making sure all adults in the room know how to respond sensitively to pupils with special needs or behavioural difficulties
- display school rules, rewards & consequences
- ensure all children receive rewards every time they have earned them
- ensure children receive a sanction when behaviour is unacceptable
- follow each stage of the behaviour policy
- stay calm
- use agreed systems and routines which will encourage good conduct and behaviour

Rewards:

Children can expect fair and consistent rewards for good learning, effort, achievement and behaviour and sanctions for poor effort and attitude and undesirable or unsafe behaviour. All systems are flexible to take account of individual circumstances.

The emphasis of the school policy is on **REWARD** and **PRAISE**, which will be given whenever possible for both learning and behaviour.

All staff will recognise and celebrate positive learning and behaviour at all times. Rewards may be given for good work, attitude, effort and behaviour both in class, break and lunch time.

REWARDS:

- ✚ Verbal praise
- ✚ Stickers
- ✚ Praise postcards
- ✚ Phone call home
- ✚ Special jobs
- ✚ Caught you doing the right thing raffle tickets
- ✚ Secret Student of the Day
- ✚ Smiley Faces
- ✚ Letters home
- ✚ Showing work to other staff for recognition
- ✚ Golden Time
- ✚ Star pupil certificates and badges award in Achievement Assembly
- ✚ Weekly Cloakroom Awards

Consequences:

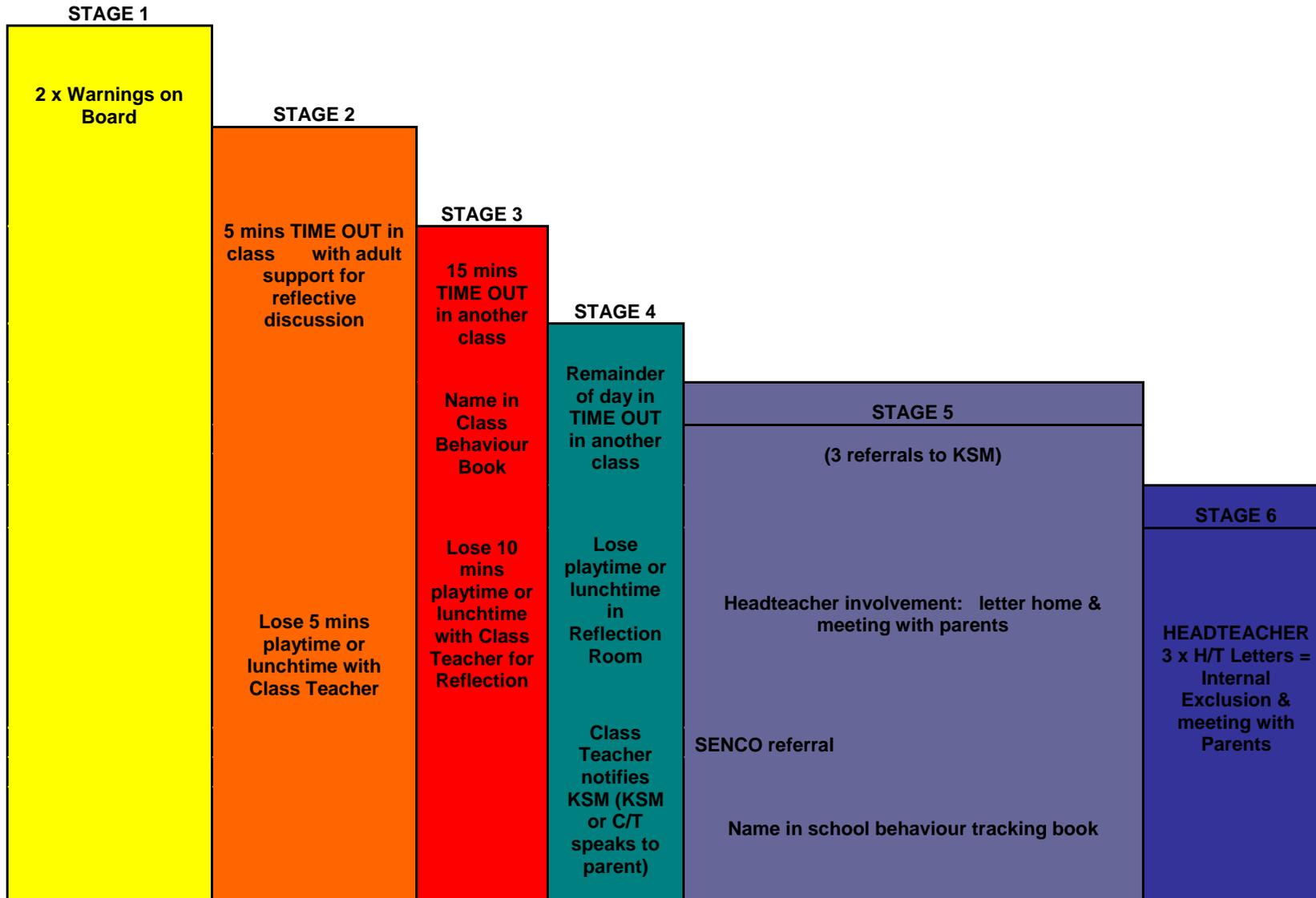
Consequences will be applied fairly and explained carefully and thoroughly to the child. Class Teachers and support staff use a stepped approach to managing behaviour and issuing consequences. This allows children to recognise the next consequence and hopefully, make a choice to correct and improve their behaviour.

Consequence system:

East Hunsbury Primary School have a clear classroom behaviour system which includes a hierarchy of consequences to help manage and improve behaviour. If undesirable or unacceptable behaviour is seen, children will be given a warning or issued a consequence in line with the school system (below). Children will be given sufficient time to respond to adult instructions and remedy their behaviour, before further consequences are issued. Adults will take necessary steps to help the child change their behaviour such as; moving seats, repeating instructions, reminders of previous successes and providing additional adult support.

The class behaviour system will re-start at the beginning of each day to ensure that children have a 'fresh start'.

Consequences for not following the Golden Rules



On-going/persistent behaviour:

On-going and persistent behaviour is rarely seen and the large majority of children respond well to the school systems. However, there may be occasions that an individual child persistently breaks the Golden Rules or shows unacceptable behaviour around school. This child will be referred to the Senco for further support and this may include an individual behaviour plan to target improvements. Parents will always be informed.

An agreed list of consequences also applies for outside play. Children will be sent in from the playground to calm down or resolve the problem in the reflection room. Records will be maintained and reviewed regularly.

A red card system will operate if a member of staff requires any assistance in dealing with an incident. The red card will be sent by a responsible child to the senior member of staff on duty, who will respond and assist as soon as possible.

Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents. Serious incidents that involve aggression/violence towards either adults or other children, damaging school property and walking out of school must be reported immediately to the Headteacher /Deputy Headteacher. This could result in an internal exclusion, fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Supporting Children with Additional/Special Educational Needs:

We recognise that behaviour can be affected by circumstances both at home and school, and that for some children, managing their feelings, behaviour and making good choices can be very difficult. We have high expectations of all our children, and will ensure that those children who may need additional help to manage their behaviour are given appropriate support.

Staff will work with children to overcome temporary problems, this may include;

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Close liaison with the Behaviour Support Assistant/Nurture Worker/Learning Mentor/ Deputy/ Headteacher
- Work differentiated to match the child's needs
- Providing additional support as suggested by the Senco
- Involving external agencies
- Implementation of an individual behaviour plan
- Exploring options for alternative provision (dependent upon criteria, availability etc.)
- Attendance at lunchtime club with clear entry and exit strategies

Individual Behaviour Plan (IBP):

A child experiencing ongoing problems will need further support through an IBP, which will detail individual and appropriate rewards and consequences based on agreed targets and support strategies.

IBP's will be established in consultation with the pupil, parents/carers and school staff (Senco/Class Teacher). Plans will be implemented by the class teacher in conjunction with support staff and senior management.

An IBP will be established if a pupil has shown persistent problematic or significant behaviour/s that are affecting his/her learning, other children's learning or the safety & wellbeing of themselves/other children/staff/visitors.

The following actions may be taken to implement further support:

- Meeting with parents/carers, child, teacher
- Behaviour observation or assessment to identify problems and set targets
- Development of an IBP with support strategies including rewards and consequences
- Referral to outside agencies

Children displaying unsafe or concerning behaviours that have not shown progress through an IBP, will move onto a Pastoral Support Programme (PSP). Other agencies may become involved if the behaviour continues or is extreme or the child may experience an exclusion.

Pastoral Support Programme (PSP):

A PSP is a school based and co-ordinated intervention to support individual children to improve their social, emotional and behavioural skills. A PSP will be needed for children whose behaviour is deteriorating rapidly or for a pupil identified as at risk of exclusion.

A PSP is a preventative measure and will outline areas of concern and roles and responsibilities of the pupil, parents/carers and school. PSP's will be discussed, agreed and established in consultation with school staff, parents, pupil and outside agencies.

A PSP will be set up for a child who has 2 periods of exclusions within the current school year.

Wellbeing Team:

The school has a wellbeing team who work together to ensure the social and emotional needs of the pupils are being met (see Appendix 1).

The team is made up of:

- Deputy Head / SENCO / DSL
- SU Manager / SENCO / DSL
- Rainbow Room Practitioners
- Behaviour Support Assistant (BSA)
- Learning Mentor

Attendance:

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises the importance of school and education. Parents will be reminded of their responsibilities for attendance and punctuality when necessary throughout the year.

Bullying:

Bullying is a particular behaviour by which one or more person has power over another, causing them harm either physically or emotionally. Incidents of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Racial or Prejudiced-based Harassment:

All incidents relating to racial discrimination or harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated. Respect for others is taught and encouraged across school through assemblies, PSHE and activities in the classroom and on the playground. Any incidents must be reported to the Local Authority following the Local Authority reporting procedures.

Screening and Searching:

Children are prohibited from bringing dangerous or offensive items onto the school grounds. East Hunsbury Primary School reserves the right to search or screen any child that a member of staff has reason to suspect to be carrying or bringing unauthorised or banned objects into school. This includes;

- Illegal drugs
- Alcohol
- Dangerous substances including aerosols
- Weapons and sharp objects
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any other item that could harm others physically or emotionally

Staff may request a child to empty their bags, pockets or they may search children's trays. This will be carried out in the presence of the child and wherever possible, another member of staff.

Any items found will be confiscated, retained or disposed of and parents/carers will be informed. Some items may be passed onto the police.

Use of Physical Intervention:

At East Hunsbury Primary School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently at all times. For a very small number of children the use of physical intervention may be needed to help them if they have become aggressive, violent or unsafe. Staff who may be called upon if needed, have undertaken the necessary physical intervention training. All incidents of physical restraint are recorded.

All school staff have the right to intervene;

- To protect the pupil from harm
- If the behaviour of a pupil puts the safety of others at risk
- To prevent a pupil from absconding
- To prevent damage to property

Physical intervention may form part of a child's Individual Behaviour Plan if they display aggressive or challenging behaviours. Such plans will be discussed and agreed in consultation with the parents/carers, child and school staff. Positive handling and physical intervention is carried out in-line with the school Positive Handling policy.

Allegations:

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Headteacher. Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Exclusion:

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions can only be imposed by the Headteacher or in his/her absence a designated representative, normally the Deputy Headteacher.

Exclusion of any pupil is a serious matter and each case will be considered individually and a decision regarding the type and duration of an exclusion will be made based on the incident and the history of the individual child. Governors are informed of any exclusions that have taken place.

There are 3 different types of exclusions:

- Internal exclusion: this can be considered for any pupil in breach of school rules. Internal exclusion may form part of a Pastoral Support Plan or Individual Behaviour Plan, as an identified and agreed consequence. Internal exclusion may also be issued for isolated incidents, including: bullying, racism, aggressive/violent behaviour, non-compliance to adult instructions and running off-site.
- Fixed Term exclusion: may last between 1 and 5 days and may be issued for bullying, racism, aggressive/violent behaviour and non-compliance to adult instructions. The pupil will not be allowed into school and will remain the responsibility of the parent/carer. The school will provide work and it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking. It is the parent's responsibility to ensure their child is not out in public places during their exclusion, (NB parents can be fined if their child is found in a public place during an exclusion). The exclusion will be recorded on the children's file.

Exclusions lasting for 6 days or more, East Hunsbury Primary School will arrange temporary alternative arrangements for schooling for your child.

- Permanent exclusion: The decision to permanently exclude a pupil is a serious one and may be issued for; aggressive/violent behaviour, racism, bullying, assault to a member of staff or pupil, bringing drugs/weapons/inappropriate objects into school. Children that are permanently excluded will need to apply to another school for a place. A permanent exclusion will only be considered in extreme circumstances or if all other strategies and alternative measures have been exhausted. This is seen as a last resort.

Behaviour outside the school gates:

Children are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in;

- an organised school trip or school related activity
- travelling to/from school
- wearing school uniform

Children may be subject to school consequences if their behaviour is hurtful or damaging to others (parents, staff, children or members of the public), affects the orderly running of the school, or brings the school into disrepute.

Whilst East Hunsbury Primary School cannot be responsible for pupil behaviour when they are out of school, we will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve children from East Hunsbury Primary School.

Monitoring and Review of Behaviour Management:

The success of the school's Behaviour Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- Analysis of tracking data for individual children and for groups (class and individual logs)
- Termly behaviour review: led by the Senco to review progress of children identified to have behavioural difficulties which could include: children with Special Educational Needs, Looked After Children and children with a disability.
- Termly behaviour update to the Senco by the B.S.A., Nurture Worker and Learning Mentor.

Success Criteria:

We know that this policy is effective, consistently applied and embedded in practice across school, when:

- All children, staff and visitors feel safe and welcomed in school
- All children, staff, parents/carers and all associated adults know and understand the School Rules and adhere to them
- Expectations and standards of behaviour are consistently high
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning, behaviour and social development
- Parents feel that the school deals effectively with unacceptable behaviour
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach
- Visitors are made to feel welcome by children and staff

Signed: Darren Coniff

Date approved by the Governing Body: 2nd February 2017

Date of Next Review: February 2018

Policies/procedures linked with this policy include:

Anti-Bullying Policy	Procedures for Allegations of Abuse Against Teachers and other Staff
Positive Handling and Physical Restraint Policy	Complaints Procedure (responding to parents concerns)
Child Protection & Safeguarding Policy	Home/School Agreement
PSHE Policy	
Equalities Policy	

Appendix 1

Emotional Well-Being at East Hunsbury Primary School

At East Hunsbury Primary School we want all pupils to experience success and achieve their potential in a caring, inclusive community. A community, in which, everyone feels confident, valued and able to contribute. A community, in which, diversity is embraced and celebrated. A community, in which, we can all learn, laugh and celebrate together. To help our pupils to achieve their full potential we value well-being and promote it in a variety of ways.

Our Well-Being Team

Our School employs one lead Behaviour Support Assistant, two Higher Level Teaching Assistants who support the Rainbow Room and Specialist Interventions relating to Social, Emotional and Behavioural Difficulties, a Forest School Leader who supports Social, Emotional learning outdoors and a Learning Mentor/Family Worker who supports children with friendship problems, difficult home circumstances, bereavement, divorce or upset. The work of these Specialist Teachers and Assistants are supervised by our SENCO's.

The Specialist Unit

Our Specialist Unit caters for 35 pupils who all have Severe Learning Difficulties, Complex Needs and require high levels of support and personal care. The children are in 4 classes and each class links with a year group for planned inclusion in the mainstream school. Although the children in our Specialist Unit must follow the National Curriculum it is taught and experienced very differently to make it accessible and meaningful. In addition, to support communication, visual symbols, schedules, sign language and communication aids are highly featured in teaching and learning. The entire School uses Makaton Sign Language to assist inclusion.

Our Rainbow Room

Small groups of children work closely with our Higher level Teaching assistants, focusing on aspects of social and emotional development. This is delivered through a variety of different means including; talking, sharing stories, role-play, puppet work and drama.

In our Rainbow Room, we aim to provide an opportunity for all our students to demonstrate their sense of self by making individual choices and creating their own games and stories, particularly through role play. To provide inspiration, there are various areas of the room to be investigated; the home corner/kitchen, workshop, sand/water trays and exploration space. In addition, as the children experience a variety of seasonal festivals and celebrations throughout the year, they are able to take part in activities that reflect these events.



Drawing and Talking

Selected groups of children from across the school take part in Drawing and Talking sessions. Drawing and Talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is

encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the child's drawings. Over time, a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum.

LEGO Therapy

Selected groups of children take part in LEGO therapy. LEGO therapy aims to develop social competence through the development of social skills. It provides opportunities for children to practise skills for turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.

LEGO based therapy encourages children to interact with each other through collaborative play. The shared focus on building enables children to learn and practise social skills and emotional regulation within a social environment they feel comfortable in.



Forest Schools

Forest School is a key part of the curriculum at East Hunsbury Primary. Forest school grew from a Scandinavian tradition of being close to nature. Forest school children are given regular opportunities to develop confidence and independence without the pressures of academic achievement. Learning is child led and hands on, giving choices, ownership and responsibility. The children are valued and recognised, increasing motivation, enjoyment and participation.

Evidence shows that experiences at forest school have an impact on social and emotional development that will ripple into school and home life. Learning outside the classroom in this way contributes to raising standards in learning whilst developing the whole child.

Relax Kids

Children from across our school take part in small group Relax Kids sessions. Relax Kids use a unique combination of mindful games, storytelling with exercises, stretching, breathing, massage as well as positive affirmations, visualisations, mindfulness and relaxations. The program allows children to have fun but also learn vital skills that will help them for years to come

SMILE Project: Through PSCHÉ Circle Time



Participating in the EU SMILE Project as the United Kingdom school has brought renewed energy and excitement to our Personal, Social and Emotional curriculum. The SMILE project began in selected classes but has now been introduced across the entire school. Everyone wants to join in the fun. SMILE themes are taught in whole class lessons, "Circle Time" discussions and small groups.

Emotional Barometers and Calm Corners feature highly throughout the school. Peacemakers, some of our older pupils have been trained to help pupils resolve their problems at playtime

Lunchtime - Playground and Reflection Room

SMILE has given us the opportunity to make the most of social times to make our playtimes more positive experiences. Children have been recruited and trained to support lunchtime play. The playground is clearly zoned with lots of choice for the children (see the notice board display). Activities are coordinated by a Teaching Assistant and zone activities are supported by our Young Sports Leaders, It helps the children have successful social times, take turns, play nicely, and children from our Specialist Unit are able to join in too.

Some children still find social times difficult, our Behaviour Support Assistant supervises a Reflection Room that children can go to if they are finding things “tricky”. Some children attend the reflection room to learn to play in a supported environment with children across the school supported by the Reflection Room monitors.