



**Hilderthorpe**

**PRIMARY SCHOOL**

Aiming High ~ Reaching Higher

# Behaviour Policy

**Policy Updated: July 2024**

**Approved by Governors: July 2024**

**Policy Review Date: July 2025**

## Behaviour and Discipline Policy

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Positive Handling Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy

At Hilderthorpe Primary school we are committed to enabling all children to access education successfully. This is an "inclusive" process. Part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

We are a Nurturing School and follow the principles and practice of Nurture. As such, we expect all stake holders and visitors to uphold the Nurture Principles. This includes the following:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children

## Principles of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support is essential for addressing problems that are developing.
- We will seek advice and support from appropriate outside agencies as necessary.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.

## Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

The behaviour aims displayed in school are:

- 1) Be in the right place at the right time.
- 2) Do the right thing in the right way.
- 3) Say the right thing in the right way.

Our Values for success to achieve these are:

Kindness, Respect, Resilience and Perseverance.

### **Green behaviour and traffic lights**

All staff have high expectations regarding behaviour and that every child will be in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like by using clear and concise language when setting expectations and giving instructions.

It is a requirement that the spoken culture is the same across the school. Examples of language used by staff:

- [Child's name], you need to.....
- I'm looking to see green sitting, listening, walking, talking, etc.
- In this school we ...
- Show me active listening, your best handwriting, fantastic effort.
- To be in green you need to ...
- When I see you are... then I will know you are ready to...
- You can use our value of..... to help you.

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Classes will hold regular discussions about what green behaviour means for their year group. Traffic lights are used in every classroom as a visual tool to indicate level of behaviour for each child.

If a child's behaviour is inappropriate a warning and a clear reminder of what green behaviour should look like will be communicated to the child. Two warnings will be given before moving to the next stage. Take-up time will be given using the scripted language above for children to achieve green behaviour. If the child does not alter their behaviour then the adult will explain that their behaviour is amber, and point to the amber light. Teachers will tell them what positive action they need to do to get back into green. Take up time should again be given and scripted green language used.

If a child is moved into red for failure to address these behaviours a consequence or a sanction could be put into place by the class teacher, the member of support staff dealing with the incident or the Senior Leadership Team. Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future. Staff will lead conflict resolution and positive debriefs of incidents to support the children in making better choices in the future. Each behaviour incident is a learning opportunity for the child, and a chance for the staff to equip them with alternative actions should the same stressors arise later.

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

### **Rewards**

Our rewards system is based on children receiving regular praise and intrinsic rewards, which must be explicitly linked to the behaviour that earned the praise. For example, "Well done!" becomes "Well done for doing the best work you can, I can see that you've tried really hard to write neatly!" Stickers will also be awarded as an instant reward.

Children can earn Dojo Points for their positive actions against our behaviour aims and values at all points throughout the school day. It is the responsibility of the staff to add value to Dojo Points through their enthusiasm and their linked use of praise. Each opportunity to give meaningful praise should be taken as a way of signalling clearly to the children when they are doing the right thing. Most importantly, children should be praised for specific reasons linked to the school values, rather than linking praise to academic success or offering superficial praise without a clear reason. This is proven to promote more resilient, hardworking and ambitious learning behaviours in children. Once Dojo points are awarded they cannot be taken away. Dojo points will be totalled and purchases can be made from the school reward shop. Once Dojo points are spent, they will return to zero.

Parents will receive notifications of their child's Dojo points and know to praise and reward their child at home if they receive a Dojo, as they have a high profile throughout school and are considered a big deal. Finally, children can earn the recognition of their peers each week by being awarded the Headteachers Award. Teachers and support staff will highlight one outstanding example of learning behaviours per week to celebrate with the whole school. Progress and Achievement awards are given termly and trophies and prizes are awarded at the end of each Key Stage.

### **Recording and reporting inappropriate behaviour**

All incidents of inappropriate behaviour (i.e. bullying, absconding, damage, assault, serious disruption or persistent low-level behaviour) are recorded on Eduspot which alert the Headteacher, Phase Leader, Designated Safeguarding Lead or class teachers. Where a pattern of negative behaviour emerges, parents/carers will be invited in to discuss ways forward with school staff. All staff are responsible for behaviour management at Hilderthorpe Primary School and all behaviour is addressed.

### **SEN/SEMH Behaviour**

This section of the policy should be read alongside the SEN Policy. All staff at Hilderthorpe Primary School understand that negative behaviours may be a sign of underlying unmet needs, including SEN and SEMH (Social, Emotional and Mental Health) difficulties. These can be misattributed to poor attitudes if not understood correctly.

Examples of behaviour that may indicate SEN/SEMH needs may include:

- Refusing to accept praise
- Oppositional defiance
- Difficulty with change
- Daydreaming
- Ignoring instruction
- Difficulty with transitions
- Task avoidance
- Mood swings
- Impulsivity

Where patterns of these behaviours emerge, staff will apply the behaviour policy while showing sensitivity to a possible underlying cause in post-incident discussion with the child. If a child's behaviour repeatedly raises concerns requiring support beyond the

remit of this policy, staff will contact the child's parents/carers in order to discuss the situation, with a view to help the child improve their behaviour.

A Behaviour Plan will be put into place through discussion between the Class Teacher, Behaviour Lead, SENCO, Headteacher and the child's parents. The priority will be to continue addressing behaviour issues while identifying any appropriate SEN/SEMH pathways to begin to meet needs effectively. This may involve children receiving direct work from trained staff within the school hub (nurture based provision).

Once potential areas of need have been identified, a planned programme and adaptations to provision, through the behaviour support and risk plan (BSRP) will be put into place to address the child's behavioural needs and these will be reviewed and monitored as stated in the SEN policy. The Behaviour Lead works closely with the SENCO and external agencies to implement programmes specifically designed for a child's needs. Where appropriate this includes supporting applications for an EHCP. Behaviour Plans and the BSRP are designed to work alongside this Policy, as are the individual target and reward charts.

## Fixed Term Suspensions and Permanent Exclusions

Our school aims to ensure that:

- The suspension and exclusions process is applied fairly and consistently;
- The suspension and exclusions process is understood by governors, staff, parents and pupils;
- Pupils in school are safe and happy;
- Pupils do not become NEET (not in education, employment or training)

### **The decision to suspend or permanently exclude**

Only the Headteacher can suspend a pupil from school. A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as: "...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions and suspension procedures to ensure that every child receives an education in a safe and caring environment. A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend a pupil, either as a permanent exclusion or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has additional needs, including SEN and SEMH difficulties When a pupil has been suspended, the Headteacher is responsible for informing the LA, the pupil's social worker and Virtual School Head (where applicable).

A suspension can be cancelled before it starts. Parents/carers, the LA, the pupil's social worker and Virtual School Head (where applicable) must be notified and a reason for the cancellation of the suspension given. Parents/carers must be offered the opportunity to meet with the Headteacher to discuss the circumstances which led to the cancellation.

Following a suspension, a reintegration meeting will take place. This must be attended by the pupil and their parent/carer. The Headteacher or a member of the Senior Leadership Team will lead the meeting, and other members of school staff e.g. phase Assistant Headteacher and/or class teacher may also be invited to attend.

### **Statutory guidance**

The school feels strongly that exclusions must be used only as a very last resort. On the rare occasion a suspension or permanent exclusion is issued, this is carried out in line with current DfE suspension and permanent exclusions guidance. This can be viewed on this link: <https://www.gov.uk/government/publications/school-exclusion>

## **Safeguarding and Behaviour**

### **Right to Search**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The list of prohibited items may include, but is not limited to:



- knives and weapons;
- alcohol, tobacco and vapes;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury to, or damage to property of; any person (including the pupil).

### **Child on Child Abuse**

Children may be harmful to one another in several ways which would be classified as child on child abuse. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

## The Role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.
- The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.
- The governing body will notify the head teacher that the following should be covered in the school behaviour policy:
  - Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
  - The power to use reasonable force or make other physical contact;
  - Pastoral care for school staff accused of misconduct;
  - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
  - In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body, will in consultation with the Headteacher, consider what the school's response will be to:

any poor behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

## Parental Involvement

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and our values of respect and kindness for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

