

**Behaviour Policy**

**Policy Updated: November 2023**

**Approved by Governors: December 2023**

**Policy Review Date: November 2024**

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

* Anti-bullying policy
* Exclusion Policy
* Special Educational Needs (SEN)
* Equal Opportunities policy
* Attendance Policy
* Safeguarding and Child protection policy
* Disability Discrimination Scheme.

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 Nurture School and hold the Nurture School’s Award. 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
* Whole school approach to discipline with a clearly defined code of conduct.
* 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.
* Effective communication systems
* 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 for developing problems.
* Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
* Bad language is considered to be unacceptable behaviour
* We will seek advice and support from appropriate outside agencies.
* Staff will keep abreast of current issues and initiatives.
* 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.
* Corporate approach but with due regard for individual circumstances
* Opportunities for responsibility and recognition for non- academic achievement.

## 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.

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

*As a school we follow the Good to be Green Behaviour System:*

*This consists of a green, yellow and red card system.*

*Step 1 Acknowledgement of Behaviour – Knowing look, signal or quiet word.*

*Step 2 Draw Attention to pathway- Firm Word*

*Step 3 Use warning card on the chart. Change card, provide opportunity for them to change direction on the pathway.*

*Step 4 The reminder – Verbal reminder that the next stage comes with a consequence.*

*Step 5 Use consequence card – Change Card, carry out the appropriate consequence.*

## The Role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the Concern Files.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year. The policy is on the school website.**iplinary Procedures**

## The Role of Governors

1. 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.
2. 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.
1. 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.
2. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.
3. 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.
1. The governing body will in consultation with the Headteacher consider what the school’s response will be to:
* any bad 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.

**The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding. (Good to be Green systems are used consistently throughout the whole school - Nursery to Y6)

It is the responsibility of the class teacher to record significant incidents in the chronologies, held in the classroom.

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school** under the charge of a teacher, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school** if it impacts on school life.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils’ property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

Phones within school.

Children who walk home on their own are allowed to bring their phone to school, however it needs to be turned off and given to the class teacher straight away on entry into the school. They will then be locked away. Phones must not be used or switched on during the school day or when still on school premises during the beginning and the end of the day.

**The Role of Non-Teaching Staff**

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Hilderthorpe Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforce the Code of Conduct consistently.

Support staff should report any significant incidents back to the class teacher.

**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 respect 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.
* By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

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

We aim to:

* Welcome parents into school and make them feel valued.
* Clearly define the role of parents in school, matching interests and skills to activities.
* Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

**Hilderthorpe Primary Behaviour Policy**

At Hilderthorpe Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

**Parents**

* To be aware of the Home/School Agreement
* To co-operate with school
* To ensure children's regular attendance and punctuality
* To encourage their children to show respect and support the schools authority to discipline children.

**Staff**

* The Headteacher fully supports the staffs’ authority to discipline.
* To follow and apply the behaviour policy
* To be fair and consistent
* To develop an effective working atmosphere

**Governing Body**

* To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

**Children:**

* To move in an orderly manner around school
* To follow the GTBG system in place throughout our school
* To show respect for people and property
* To demonstrate appropriate levels of concentration and self-discipline
* To take responsibility for their own actions
* To co-operate with and respond to the schools code of conduct
* To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

* Kindness
* Consideration
* Tolerance
* Respect
* Co-operation
* Patience
* Empathy
* Good Manners

The following behaviour is considered to be unacceptable:

* Bullying - individual or group; verbal or physical abuse; taunting; mimicking ( including Cyberbullying)
* Aggression towards pupils and adults
* Swearing
* Rudeness
* Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

* Control their feelings.
* Take turns and share.
* Learn to interrupt only if, and when, appropriate.
* Listen and respond immediately to the teacher's voice.
* Work independently and co-operatively.
* Work without disturbing others.
* Work consistently, always giving their best.

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. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules or identifys as an item which may be searched for.

The list of prohibited items is:

• knives and weapons;

• alcohol;

• 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).

• an article specified in regulations:

 • tobacco and cigarette papers;

 fireworks

 • pornographic images

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.

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: •

 Bulling (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 or 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’.

**Work Matched to Needs/Promoting Self Esteem**

Staff aim to promote positive self-esteem by:

* Providing opportunities for children to work at their own level in order to achieve success.
* Helping children gain confidence in their own ability.
* Motivating children to improve their performance.
* Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

**Strategies**

In order to assist with the implementation of our discipline policy, **staff** should:

* Aim to be good role models.
* Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
* Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running and on the left.
* Encourage toilet visits at breaks and lunchtimes.
* Encourage group/ring games in the playground, placing emphasis on taking turns
* Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
* Praise individuals, groups, classes or departments as and where appropriate.
* Reward good behavior.
* Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
* Actively support parental involvement in school and remind parents that they have a valuable role to play.
* Utilise present communication systems in school.
* Use identified procedures for non-attendance, persistent lateness.
* Involve outside agencies where necessary through consultation with the Special Needs Coordinator.

**Classroom Management and Procedures**

To promote good discipline within the classroom staff should aim to:

* Establish defined classroom areas.
* Label resources clearly and make them easily accessible.
* Design classroom layout to facilitate ease of movement.
* Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
* Place emphasis on independent learning.
* Avoid queues.
* Be well prepared and organised.
* Allow adequate time for tidying up.
* Make expectations clear to children and parents, when applicable.
* Share responsibilities between all children.
* Avoid shouting, use eye contact, gesture, etc.
* Maintain a quiet, calm atmosphere.
* Be ready in the classroom to greet children before the start of each lesson.
* Involve children in the organisation of systems wherever possible.
* Be positive e.g. use of 'please walk', rather than 'don't run'.

The use of a behavior system called ‘Good to be Green’ is in place throughout the whole school from Nursery to Y6.

**Positive Behaviour Management**

**Behaviours which may signify emotional and behavioural difficulties**

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

**The most important cause of behavioural difficulties – Limited Self-Esteem**

The Hub Team in school deals with all pastoral care. Special programmes, check in and out systems and specialized activities continually support our most vulnerable children in school.

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

* Becoming either boastful or over self-critical
* Becoming aggressive or withdrawn
* Looking for ways to avoid new academic or social challenges
* Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
* Experience difficulties in making friends.

**Dealing with emotional and behavioural difficulties in school**

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils’ failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

**Rewards**

We aim to reward positive behaviour through the ‘Good to be Green’ system in place throughout Hilderthorpe Primary School. Rather than emphasising negative attitudes to behaviour and work, it is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

| **Headteacher:** | Mrs S Hall | **Date:** | December 2023 |
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| **Chair of Governing Body:** | Rev R Hare | **Date:** | December 2023 |

**Appendix 1**

**Hilderthorpe Primary School – Home/School Agreement**

**The parents/guardians**

I/we shall endeavour to:

* See that my child attends school regularly, on time and properly equipped.
* Inform the school as soon as possible on the first day of my child’s absence
* Keep the school informed of any concerns or problems which may affect my child’s work or behaviour
* Support my child in homework and other opportunities for home learning
* Get to know about my child’s life in school by attending Parent’s Evenings
* To discuss progress, reading weekly newsletters and endeavoring to support school events
* Support the school policy for behaviour and encourage my child to keep to the school’s Code of Conduct and School Rules
* Support the school’s policy on uniform

**The school**

The school will endeavour to:

* care for your child’s safety and happiness
* provide a balanced curriculum whilst meeting the needs of your individual child
* keep parents informed as to their child’s progress and any concerns about behaviour, work or attendance
* hold regular Parent’s Evenings and provide an annual written report
* set and mark homework
* be open and welcoming and offer opportunities for parents to become involved in the daily life of school

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher

Signed ……………………………………………………..Assistant Headteacher

Signed……………………………………………………….. Governor