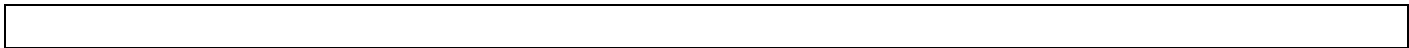




Hall Meadow
Primary School



Behaviour Policy



Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

This policy should be read in conjunction with the Hall Meadow Primary School:



- Safeguarding & Child Protection Policy
- NCC Exclusion guidance

And is consistent with the Statutory Guidance:

- *'Behaviour and discipline in schools. Advice for Head Teachers and school staff: January 2016'* & *'Keeping children safe in education. Statutory guidance for schools and colleges: September 2016'*

Why do we need a Behaviour Policy?

At Hall Meadow Primary School we believe that all members of our school community have the right to exist and work in an orderly and safe environment; in partnership with each other and in a climate of mutual respect.

We believe that our school community should inspire its members to develop good relationships, tolerant attitudes and unselfish patterns of behaviour. We recognise the value of each person and their achievements.

We believe that each member of our school community should take responsibility for their own behaviour and to consider how this behaviour affects others.

We believe that an effective home-school partnership will provide the opportunity for the full development of the individual and encourage the development of self-control, motivation and self-esteem.

What is Good Behaviour?

Parents, staff, children and governors agree that good behaviour means that every member of our school community is:

- Respectful of each other's values and feelings
- Polite and friendly
- Careful and kind with our words and actions
- Helpful to each other
- Hardworking and considerate
- Respectful of other peoples' personal and physical space

Hall Meadow Primary School Code of Conduct

The schools core values are:

Inclusion Involvement Initiative Integrity Inspiring

These link in with our Trust (InMAT) values and underpin everything we do.

RESPECT is a key part of our Behaviour Policy

Respect is shown to ourselves, others and the work that we all do

Every adult's time is shared and so are all of our resources

Special care is taken not to hurt others with our words or actions People listen without talking when others are speaking

Everyone cares for our things and keeps our classroom and school clean and tidy Calmness and quietness is encouraged when we walk around our school

Together we learn, we get on with our work and allow others to get on with theirs

This all forms part of the Hall Meadow Primary School home-school agreement which is distributed annually.

Why do we need to behave?

At Hall Meadow Primary School we believe we need to behave because:

- An orderly community enhances the quality of school life and learning
- Part of effective learning is to form good relationships with others
- Everyone learns best in an atmosphere of mutual respect, regardless of their gender, religion, sexual orientation and ethnic group
- Everyone learns best when all members of the local school community are courteous and where models of appropriate behaviour abound
- It is the responsibility of the whole school community to create and maintain an orderly communication in which effective learning can take place

These principles apply to all phases of our school community and build upon the positive foundations laid at each stage of learning.

What do we want to achieve?

Our aims for this behaviour policy are:

- To provide an agreed strategy for behaviour management based upon reason and the needs of our community, which can be firm yet fair and equitable.
- To ensure that we are consistent in our approach to managing behaviour and that this is tempered with flexibility.
- To ensure that all children are led to an understanding of consequences.
- To enable children to do their best and make the most of the opportunities to learn and develop.
- To enable children to develop a sense of self-worth, respect and tolerance of others.
- To develop a moral framework within which initiative, responsibility and positive relationships can flourish.
- To create a learning environment in which children feel safe, secure, respected, happy and valued.
- That in all disciplinary actions it is essential that the individual understands that it is his/her behaviour which is not acceptable NOT him/her as a person

What do we want children to be able to show us?

- Self confidence
- Self-control
- Sensitivity and consideration
- Pride in themselves, their work and their school
- An interest in their activities and their learning
- Ability to follow the code of conduct to keep themselves and others safe at all times.

What do we want our children to develop?

- The skills to take an active and responsible role in their learning
- The skills to take responsibility for their learning and play environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' values and opinions
- Non-judgemental attitudes to different sexes and gender identity
- Non-judgemental attitudes to different personal preferences
- Non-judgemental attitudes to people of different races
- Non-judgemental attitudes to people of different religions
- Non-judgemental attitudes to other's sexual orientation
- Perseverance and a persistent approach to tasks
- An appropriate reaction to bullying and abuse

How we will promote positive behaviour:

- ✓ Through Assemblies

- ✓ PSHE lessons
- ✓ Protective behaviours
- ✓ Through reciprocal justice for targeted support ☑ Self reflection at the end of sessions.
- ✓ Modelled by all staff
- ✓ Success centre – optional and targeted.
- ✓ Mindfulness
- ✓ Independent opportunities for children to lead
- ✓ Using the values
- ✓ The above will be used to reference RESPECT
- ✓ Pupil Voice

What happens if children do not behave in an appropriate way?

At Hall Meadow we recognise that good behaviour is best maintained by good teaching and high expectations. In most cases, if a member of staff sees unacceptable behaviour, an immediate response to indicate disapproval may be enough to draw a child's attention to the misdemeanour.

At Hall Meadow Primary School we pride ourselves on promoting positive behaviour management, however at times we need to focus on the use of consequences for behaviour incidents.

At Hall Meadow Primary School we believe that unacceptable behaviour is any act that breaches our **School Code of Conduct**. This includes the following:

- Being non-compliant
- Bad language or swearing
- Making unkind remarks or insults
- Damaging property
- Persistent lack of common courtesy (answering back/rudeness)
- Preventing other children from working or enjoying an activity through disruptive behaviour
- Verbal aggression to a child or adult
- Physical aggression to a child or adult
- Stealing
- Biting, spitting, kicking, pinching or hair pulling
- Racial or sexist comments or behaviour
- Littering the school building or grounds

If a behaviour incident occurs then these are logged by SLT in order to ensure that as a school we can track these incidents and also identify if there are any patterns, such as straight after break times, or during maths lessons. This is used by all members of the school community.

Level 1: Not following RESPECT. Behaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. This involves discussing RESPECT. Which one was broken? How was it broken? Why did it happen? Children and adult must be activate participants so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. The attention must not solely focus on the offender but also lead him or her to understand the effect it had on the other child. How did the other person feel? Apologies must be conducted.

Level 2: Persistent Level 1 not following RESPECT or more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment. The individual school sanction system will then be followed; teacher may involve parents. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor. Notification of other staff and informal involvement of Senior Management/ Head teacher. See appendix for year group rewards and sanctions.

Level 3: Very serious misbehaviour or persistent level 2 behaviour with no improvement over time when monitored. Formal involvement with the Head teacher, staff, and parents. Leads to an individual behaviour plan being put in place.

Level 4: Additional education welfare and/or other outside agencies may become involved. (Last resort possible short or longer term exclusion). This could also involve one off behaviour that is singularly inappropriate such as violence or swearing or damage to property – may lead to an exclusion.

As a staff if the behaviour is a Level 3 or higher this should automatically go to a member of SLT. If a Level 4 this should go direct to the Head Teacher. Consequences for these behaviours will include:

- Sent to senior member of staff
- Child placed on a behaviour chart
- Lost break
- Lost lunchtime
- Isolation with Head Teacher
- Exclusion (fixed term/permanent/lunchtimes)

Which other members of our community can help us?

Full use is made of other agencies such as Educational Welfare, Social Care and Health Services, Inclusion & Pupil Support, Health Services and Educational Psychologists, where appropriate (this list is not exhaustive)

At Hall Meadow encourage everyone to develop a good relationship with the Police Community Support Officers.

How does our behaviour help us to care for our building and site?

Every member of our school community is responsible for the care of the school premises. Children, parents, staff and governors are encouraged to feel a sense of ownership for the school and its environment and to set a good example.

Every effort is made to ensure that any display of the children's work reflects quality and is of a high standard.

We expect the building to be organised, clean, tidy and free of clutter and rubbish and the grounds are expected to be kept litter free and the plants well maintained.

How will we continue to develop this policy?

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|---------|--|
| Stage 1 | Review and evaluate the existing policy and practice |
| Stage 2 | Continue to redraft this policy by small work party, including pupils |
| Stage 3 | Consultation with representative group of parents, governors, staff and lead learners |
| Stage 4 | Redraft policy in light of consultation |
| Stage 5 | Policy adopted by Governing Body on behalf of the school community |
| Stage 6 | Policy communicated through; <ul style="list-style-type: none">▪ A summary in school brochure▪ Any first/new meeting with parents▪ Copies on the school website and in the school reception area▪ The Code of Conduct displayed in all classrooms and around the school |
| Stage 7 | Draft, consultation, adoption and inclusion of anti-bullying documents |
| Stage 8 | Draft, consultation, adoption and inclusion of racial harassment documents |
| Stage 9 | Draft, consultation, adoption and inclusion of Equal Opportunities Policy |

Review and Evaluation

This policy will be reviewed annually at the beginning of each new academic year. The policy will be taken to the committee meeting for curriculum at the beginning of each school year.

What should each member of our community be able to do?

Children should be able to:

- Learn what good behaviour means
- Learn to care for another
- Learn to value friendship
- Develop self-confidence and self esteem
- Achieve their full potential in their school work

Teachers and all other members of staff should be able to:

- Teach and support children effectively with positive praise at the heart of their practice
- Teach and support children effectively with few behaviour problems
- Meet the academic needs of all pupils

- Make positive contact with all parents
- Develop personally and professionally

Parents should be able to:

- Feel confident that their children are growing personally, socially and academically
- Know that their children will receive support when they need it
- Know that they are welcome to school to discuss their child’s progress in a supportive, positive atmosphere

How can we help everyone to behave appropriately?

Staff and Governors	Pupils	Parents
To lead by example and model the school ethos of REPSECT.	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils and to do so with equity.	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child’s work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	To encourage regular communication between home and school
Be alert to signs of bullying, deal firmly with it, alert other staff to such problems and work with the Head Teacher to record any incidents of racial harassment or homophobic bullying	To understand the STOP approach of Several Times on Purpose and Start Telling Other People.	TO understand the STOP approach and inform the school of any issues.

The school will try to achieve good home/school liaison by:

- Promoting a welcoming environment within school

- Giving parents regular, formal and informal, constructive comments about their child's work and behaviour
- Providing opportunities for parents to come into school on occasions other than consultation evenings
- Keeping parents informed of school activities by letter, newsletter and other appropriate modes of communication
- Involving parents at early stages in any disciplinary problems through letters and informal/formal meetings.

We respectfully request that parents:

- Appropriately inform the school of any upset or trauma which might affect their child's performance or behaviour at school as soon as possible after the incident has occurred
- Appropriately inform the school about their child's ill health or any absences connected with it
- Keep the school informed about any behaviour difficulties experienced at home so that home and school can work together to try to resolve these

Rewards and Consequences:

Year 5 & 6	
Rewards	Consequences
<ul style="list-style-type: none"> ✓ Smilies ✓ Dojos (lead to Bronze, Silver, Gold Badges) ✓ Verbal praise ✓ Sharing good work ✓ 5 minutes of games e.g. mental maths games ✓ Certificates in assemblies 	<ul style="list-style-type: none"> ➤ spoken to by the teacher (level 1) ➤ moved in class (level 2) ➤ Removal to another class (level 2) ➤ missed breaks/lunchtimes (level 2) ➤ Parents informed (level 2) ➤ Referred to SLT (level 3) ➤ Parents informed (level 3) ➤ Referred to SLT (level 4) ➤ Parents informed (level 4) ➤ Possible exclusion (level 4)

Year 3 & 4

Rewards	Consequences
<ul style="list-style-type: none"> ➤ Dojos ➤ Praise ➤ Notes in planner ➤ Parents informed ➤ Sharing work with others ➤ Taking work to the SLT/other staff 	<ul style="list-style-type: none"> ❓ Spoken to by adult (level 1) ❓ Moved space in the classroom (level 2) ❓ Timeout (level 2) ❓ Work in another classroom (level 2) ❓ Miss playtime (5 – 10 mins) (Level 2) ❓ Parents informed (level 2) ❓ Miss activity such as lego / threading/ construction. Games at the end of the day such as heads down / elevens / higher or lower or show and tell (level 2) ❓ Parents informed (level 3) ❓ Referred to SLT (Level 3) ❓ Miss all of break time (level 3) ❓ Referred to SLT (level 4) ❓ Parents informed (level 4) ❓ Possible exclusion (level 4)

Year 1 & 2

Rewards	Consequences
<ul style="list-style-type: none"> ➤ Dojos ➤ Sending work to other staff ➤ Certificates ➤ Stickers ➤ Verbal praise 	<ul style="list-style-type: none"> ❓ Miss a percentage of play time (level 1) ❓ Sent to work in another class (level 2) ❓ Parents informed (level 2) ❓ Taught to apologise (level 2) ❓ Referred to SLT (level 3) ❓ Parents informed (level 3) ❓ Parents informed (level 4) ❓ Possible exclusion (level 4)

Reception

Rewards	Consequences
<ul style="list-style-type: none"> ✓ Smiles ✓ Thumbs up ✓ Positive praise ✓ Dojos ✓ Stickers ✓ Sharing work ✓ Informing parents through the home scholl planner ✓ Informimg parents. 	<ul style="list-style-type: none"> ➤ Spoken to by adult (level 1) ➤ Miss part of playtime (level 2) ➤ Parents informed (level 2) ➤ Time out in the classroom (level 2) ➤ Moved place in the classroom (level 2) ➤ Work in another classroom (level 3) ➤ Parents informed (level 3) ➤ Referred to SLT (level 3 & level 4)

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. nurture room, positive play, circle of friends, peer buddies/mentors etc)

Governors' policy on the use of exclusion

In any situation where exclusion is being considered, the DfEE guidance contained in Circular 10/99 and later advice will be carefully followed.

Exclusion of a pupil for any period will normally be used only after all other available strategies to improve the pupil's behaviour have been conscientiously employed. However, as the legislation recognises, there are situations which arise suddenly and are of a particularly serious nature where exclusion will be appropriate, even though the usual procedures prior to exclusion have not been in place. This guidance tries to indicate what these situations might be and to make clear, for the benefit of the Head teacher, staff, parents and pupils, the circumstances in which the Governing Body would support the exclusion of a pupil.

Before deciding to exclude a child, the Head teacher will give careful consideration to the child's intention in the specific incident or incidents leading to the possibility of exclusion. Whenever a child is temporarily excluded, a plan will be agreed with parents, the pupil and the staff concerned for the return of the child after the period of exclusion. The aim will always be to help the child improve his or her behaviour.

If a child is excluded from school 'for more than 6 days, full time educational support arrangements must be made' by the school to ensure the pupil is on track.

Immediate exclusion can be used where there is a threat to the safety of others in the school or to the pupil concerned. Such exclusion would usually be temporary, but in the most extreme circumstances permanent exclusion may be the appropriate response.

A permanent exclusion would only be made after the Head teacher has had further opportunity to consider the incident in question.

Exclusion as a final sanction; where other strategies for improving the child's behaviour have failed and the behaviour is repeated or sustained, the following may also be grounds for exclusion:

- bullying of another child, in the form of physical attack, emotional abuse or through racist, sexual or other forms of verbal abuse
- verbal or physical abuse of a member of staff
- damage to or destruction of property
- Persistent disruption or disobedience which prevents other children from learning.