

Behaviour Policy 2021-2022

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Policy Owner:	Ms Rebecca Willmouth
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INTRODUCTION and AIMS

At Castle Hill Primary School we are committed to enabling all children to access education successfully. **Within our school, all members of our school community will be listened to, valued, challenged and supported as individuals to recognise and achieve their aspirations, whatever it takes. We aim to make effective provision for the learning and teaching of all groups, regardless of age, gender, ethnicity, attainment or background, and to promote tolerance and understanding amongst all children.** This is an on-going process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. **We are passionate about inclusion and it forms a key part of our school improvement plan.** The way in which pupils and adults behave has a profound effect on all the work that is undertaken and the development of pupil into happy, respectful members of the community. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

Integral to our inclusive behaviour policy is an atmosphere where children are able to develop a moral awareness and sensitivity to the needs of others and one in which they will show respect and consideration for other people and property. As successful behaviour needs to be taught and learnt; each child needs to learn and understand the need for self-discipline, self-motivation and how to respond positively in a range of social situations. Rewards, which focus on highlighting positive behaviour and catching children in a spiral of personal achievement, are more powerful than sanctions which focus on punishing unacceptable behaviour; prevention is more effective than responding to disruption. The promotion of positive behaviour is the shared responsibility for all staff; who must be visible role models.

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.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This policy has been reviewed with accordance to Section 89 of the Education and Inspections Act 2006.

PRINCIPLES

- 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 and procedures
- 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, between staff, parents and pupils
- 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 (PSP) or Individual Behavioural Management Plan (IBMP).
- 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.
- We believe in a corporate approach but with due regard for individual circumstances.
- Opportunities for responsibility and recognition for non- academic achievement.

IMPLEMENTATION

We recognise 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.

We 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. **(Appendix 1)** Our school motto is Aiming for Excellence – Manners Matter, which is embedded throughout the school.

While the emphasis of the school's policy is on rewarding children and catching them being good, inappropriate behaviour or unacceptable behaviour needs to be dealt with. Children need to learn that there are consequences for their actions.

As with rewards, there needs to be a degree of flexibility to deal with the individual situation.

*When it is necessary to punish a child it is essential that an explanation is given as to why the behaviour is not acceptable and an alternative way of behaving suggested to the child. Note: it may not be possible to do this until the child or situation has calmed. **IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

ROLES

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 CPOMs.

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 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 can base the school behaviour policy.

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. It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Welfare Files.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

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 or elsewhere under the charge of a teacher, including on school visits.

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.

THE ROLE OF NON-TEACHING STAFF (Professional Teaching Partners)

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 Castle Hill 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 enforces the whole expectations consistently and treat all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

PARENTAL INVOLVEMENT

The staff at Castle Hill Primary School 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.

At Castle Hill Primary School, discipline and good behaviour 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 expectations and 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.
- To support the head teacher and staff in maintaining expectations and high levels of behaviour.

Children:

- To move in an orderly manner around 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
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In order to complying with section 89 of the Educations and Inspections Act 2006, we have a separate Anti Bullying which details our active approach to preventing bullying and resolving issues of bullying.

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.

We realise that a child's behaviour can be affected by the self esteem/self image. 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 behaviour policy, all staff should:

- Aim to be good role models.
- At KS2 to follow the 'Good To Be Green' procedures and protocols.
- Supervise children to and from classrooms, into shared teaching areas and to and from playgrounds.
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage group games in the playground, placing emphasis on taking turns using the buddies and peer support pupils.
- Give reasoned explanations for the schools expectations and resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- **Use the common reward system throughout school with Dojo and house points, learner of the week and certificates awarded for academic and non-academic achievement and effort.**
- Praise individuals, groups, classes or departments as and where appropriate.
- 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.

- Ensure copies of the Pupil Code of Conduct are included in parental information booklets
- Use and follow school's procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator's.

CLASSROOM MANAGEMENT AND PROCEDURES

To promote good discipline within the classroom all 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.
- 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 (it is our aim that every child will have some job in school).
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- 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'

For some children, the use of G2BG can prove challenging. In order to ensure the inclusion of all children within the class, school staff utilise one page profiles, liaison and collaboration between home and school and outside agency support to adapt approaches.

The school is reintroducing Golden Rules and these will be in place in all classes. **The rules are based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

The rules are drawn up at the beginning of the year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has eight Golden Rules. These are revisited regularly at school level (usually through assemblies), class level and with individuals. The rules are:

- We will be friendly
- We will be helpful
- We will respect other people and their property
- We will take good care of the equipment, buildings and grounds
- We will talk quietly
- We will walk on the paths and inside the building
- We will work hard and try our best.
- We will always tell the truth.

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties.

There are a number of behaviours which may signal the need for individualised 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 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. Our ELSA and FIEPs trained staff are able to work with pupils who are struggling emotionally and have supported in a wide range of issues e.g. friendship groups, bereavement, home issues such as divorce etc. We also have our Home School Link Worker, who can take this support a stage further by supporting parents at home. If concerning behaviour persists staff will be expected to maintain comprehensive behaviour logs and parents are involved. Outside support e.g. Primary Behaviour Support (PBS) or CAMHs may be sought.

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.

TEN TOP TIPS FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.

3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do. Use your voice primarily to teach not to discipline!
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

IMPROVING and MODIFYING BEHAVIOUR

The aim at Castle Hill Primary School is to support pupils in a firm and structured way so they can improve their behaviour and learn more effectively. This can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Some proven intervention techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it.
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose, what you are going to do?
- **Not So Good to be Green Time** Within year groups staff track children who have struggled with their behavior. This may lead to loss of Golden Time or the Good To Be Green Treat.
- **Assertive discipline** to react confidently and quickly in situations that require the management of student behaviour. The teacher is supported by a few clearly stated classroom rules that have been explained, practiced, and enforced consistently. They give firm, clear, concise directions to students who are in need of outside guidance to help them behave appropriately. Students who comply are reinforced, whereas those who disobey rules and directions receive negative consequences. Assertive teachers do not view students

as adversaries, nor do they use an abrasive, sarcastic, hostile style (as with "hostile" teachers). Neither do they react in a passive, inconsistent, timid, non-directive manner (as with "non-assertive" teachers).

- **Descriptive Praise** i.e. the staff member actively describes the behaviour that is impressive and acceptable.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

IT'S GOOD TO BE GREEN!

IN KS2 every class has a wall chart displaying each child's name. Every morning each child has a fresh start and their card is on green. The warning and consequence cards work in the way described in the section 'Sanctions'.

Procedure

We use the 'Good to be Green' behaviour system. Each class has a wall chart, with each child having a set of cards. The Good to be Green sanction system follows the following steps:

1. A warning – a child given a chance to make a fresh start.
 2. Polite reminder - child given a chance to make a fresh start.
 3. Yellow card – child's card is changed from green to yellow (child loses 5 merit marks **and** 5 minutes of Friday Fun is missed **if this card is not earned back**. Regaining green status is always the goal.
 4. Red consequence card - Child's card changed to red (child loses an additional 10 merit marks **and** 10 minutes of Friday Fun is missed **if this card is not earned back**.
- If a child gets to step 4 their parent/guardian will either be spoken to at the end of the day either in person or on the telephone.
5. If a child gets two red consequence cards in one day they will be sent to their Head of Year or if already in the Head of Year's class they can be sent to another Head of Year.
 6. Three visits to a Head of Year in one week results in that child going to see the Deputy Head.

Consequence cards (red) will be given out **instantly** for the following reasons, **these cannot be earned back**.

- Breaking the non-contact rule.
- Swearing.

In the case of a dispute all sides will be listened to and fairly treated.

OUTSIDE BEHAVIOUR EXPECTATIONS

Lunchtimes

At lunchtime the senior midday supervisor has responsibility for discipline using her team and staff available in school. All incidents are reported to the Senior Lunchtime Supervisor and then class teacher or the Head of Year, depending to severity. All staff should make use of their peers when trying to devise appropriate strategies.

Playground Codes of Behaviour

A small number have been devised by the staff and children for behaviour and whilst playing football. They are displayed on the playground for children to see at all times.

These are:

- We look after each other and play safely
- We follow instructions straight away
- We show respect for people, property and the environment
- We ask children on their own to join games
- We say sorry if we hurt or bump anyone by accident
- We stop and stand still when we hear a bell or whistle
- We take care of our equipment

Football Rules:

- Play skillfully, never aggressively.
- Keep your head up and look where you are going.
- Play the ball not the player.
- Play to win, right until the final whistle blows.
- Win or lose congratulate each other and say thanks.
- Playing unfairly may be easy but no-one will respect you.
- It takes more skill and courage to play fairly.

REWARDS

Children will be praised in many positive ways for good behaviour, effort and achievement within the classroom. This is constantly evolving, examples include:

- Consistent use of praise to both individuals and groups.
- Dojos, house points, stickers and stamps (for good behaviour and work).
- Special Merit certificate for two pupils in each class, a teacher choice and learner of the week.
- The colour team with the most merit marks to be celebrated in Special Merit. This achievement to be recorded on our Leading Groups Chart and at the end of a half term the winning group will receive an extra playtime.
- Child with the most Dojos in each class to be rewarded with a Top Scorer certificate.

- Certificates for good behaviour from staff in lessons.
- Communication to parents, verbal / telephone / postcard home.
- Display of pupils' work.
- Good to be Green treat at the end of each half term.
- Friday Fun
- Individual class reward systems
- Termly Charter of Excellence Assembly awarded other areas e.g. speaking and listening and drama, physical contribution, creativity etc
- Winning table at lunch time.
- Traffic lights for lunch time behaviour.

CONFISCATION OF INAPPROPRIATE ITEMS

The school reserves the right to confiscate items. There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search for prohibited items. In the past these items have included:

- any article that has been or is likely to cause personal injury or damage to property.
- stolen items.
- tobacco and cigarette papers.
- any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. trading cards, mobile phones and other electronic devices.

USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Physical Restraint Policy, which is based on Hampshire guidance for further information.

REVIEW AND MONITORING

This policy overlaps with other policies and is reviewed annually in conjunction with those policies, in accordance with the schools review cycle.

Appendix 1

CODE OF CONDUCT

Dos of the playground

- Do look after the younger children
- Do pick up litter

- Do stand quietly after the bell and walk into school
- Do stay off the grass unless given permission
- Do stay on the playground
- Do play safely and treat each other with kindness and consideration
- Do let everyone join in
- Do use respectable language
- Do walk away from trouble and tell an adult

Dos of the classroom

- Do be punctual
- Do use your manners
- Do put your hand up
- Do listen to the teacher and one another
- Do your best
- Do walk in class
- Do tidy up
- Do remember homework
- Do sit correctly
- Do talk quietly
- Do bring PE kit in on correct days

Dos of the school areas

- Do walk and keep to the footpaths
- Do look after school property
- Do respect all grown ups
- Do keep the school tidy
- Do hang up coats
- Do wear correct uniform
- Do make visitors welcome
- Do smile and be happy