

## Behaviour Policy – Inc Exclusion Arrangements

### A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

### The 2012 Teaching Standards set out the following expectations which will be monitored regularly

A teacher **must**:

#### Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### School leadership

At Hatfield Woodhouse Primary School we want a school where **learning** is at the heart of everything we do.

A place where:

- Children can work hard and achieve
- There is a consistent approach involving all children, parents and staff working as a team to
  - support each other.
  - There are equal opportunities for all children irrespective of ability, age, race and gender and they are praised, recognised and rewarded.
  - All staff look out for, acknowledge and reinforce positive behaviour.

- There are stimulating, exciting & rewarding learning experiences which enable all children can succeed
- There is a calm and orderly environment.

At Hatfield Woodhouse Primary School we want a school where everyone is **respected**. This includes children, parents, staff and those in the local and wider community

A place where everyone

- Is proud of the school and it's achievements
- Has respect for themselves, other people, property and the environment
- Shows caring and understanding of others

At Hatfield Woodhouse Primary School we want a school where everyone feels **safe** and is safe.

A place where everyone

- Feels safe, secure and happy
- Takes **responsibility** for their own actions
- Is alert to signs of bullying and harassment and to be helped to deal sensitively and firmly with it, giving support to the victim and perpetrator

### Academy Expectations and Rules

We have agreed three academy expectations that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Responsible

We also expect the children to

- Be in the right place and the right time
- Say the right thing in the right way
- Do the right thing in the right way

### Expectations of the School Community

#### Staff and AAB Members

- To lead by example.
- To be consistent in dealing with pupils, parents and adults in general.
- To encourage the aims and values of the school, and local community, among the pupils.
- To have high expectations of the pupils.
- To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.
- To encourage regular communication between home and school.
- To respect pupils and be consistent

#### Children

- To respect, support and care for each other, both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready to learn and take part in school activities.
- To take responsibility for their own actions and behaviour.

- To follow the Academy rules as instructed by all members of staff throughout the school day.
- To be respectful of others, regardless of differences ;for example race, gender, religion, disability, sexual orientation and age.

### Parents

- To be aware of, and support, the school's values and expectations.
- To ensure that pupils come to school regularly, on time prepared for the school day.
- To take an active and supportive interest in their child's work and progress.
- To respect and support the aims and values of the school.

### Positive Behaviour Strategies

The following are strategies used by staff at Hatfield Woodhouse Primary School to manage behaviour in a positive, pro-active way:

- Recognise and highlight good behaviour as it occurs through the use of class points and communicating good behaviour to parents through face to face comments, postcard home or email.
- Make sure that all children are praised for behaving well.
- Be positive.
- Always listen to children.
- Set personal standards of behaviour and respect for other people.
- Criticise the action not the child, but praise both action and child.
- Display expectations clearly e.g. class rules.
- Encourage children to be responsible for their own behaviour.
- Be consistent in our expectations with all children.
- Give children jobs or responsibilities as appropriate.
- Value children's ideas.

### Rewards

We often recognise good behaviour through awarding privileges and rewards. This might include:

- Verbal praise
- Stickers / stamps
- Class points displayed leading to a class reward (extra play-time, popcorn party)
- Feed Your Animal -children collect food to lead towards a reward
- Sent to another teacher / Principal with work
- Principal's reward sticker
- Celebration assembly
- Let parents know about their children's good behaviour -through a postcard or email home.

### Consequences

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable never the child.

We use the Consequences system to ensure that positive classroom behaviour is promoted.

- Initially the child will receive a friendly warning
- If poor behaviour choices continue they will be expected to move their name to green
- Continuing to act inappropriately they will move their name again to Amber tick -followed by Amber 2 ticks
- Once the child's name is moved to Red they will have Reflection Time over lunch, where they will fill in a Reflection sheet, a copy of which will be kept with the principal whilst another copy will be sent home.
- At this point the child will be sent into another classroom for the next lesson.

At any point, in the case of extreme behaviour that shows no signs of improvement then consequences are escalated.

We approach every morning as a fresh day. Children have the right to put previous problems behind them, and have a fresh start.

Where there are persistent repetitions of disruption a personalised home-school monitoring programme may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

In the event of a more serious incident e.g. assault on staff; damage to property the leadership team will make a decision about appropriate action.

### **Room of Improvement**

On occasions it may be necessary for a child to work away from their peers and may take place within their home academy or at a nearby academy.

### **Fixed Term and Permanent Exclusions**

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed.

Exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well-being of all staff and children.

Under these circumstances, the principal may issue a fixed term or permanent exclusion.

It is also possible for the principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the principal excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the Academy Advisory Board. The principal will follow the LA guidelines and would inform the LA, and the AAB. After an exclusion a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the principal will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at risk. The clerk to the AAB receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The AAB will be informed annually of the number and types of exclusions.

Exclusion from school would only be considered when all other strategies have been considered and found to be inappropriate e.g.:-

- If the school at that time was unable to meet the needs of that child.
- If the continued presence of the child was considered to be unsafe, either for the child or for others.

- Exclusion was necessary to deal with a crisis or emergency

## **Breaks and lunchtimes**

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom due to the unstructured nature of break times. In order to minimise inappropriate behaviour going to / returning from breaks and in the playground, we have decided on the following steps:

- Children should leave the classroom in an orderly manner, if some children have problems coping in the cloakroom they should be sent first or last.
- At the end of any break a bell will be sounded, children should stop on the first bell and stand still. On the second bell they should walk to the line and line up silently facing the staff. Each class will then walk back to their classroom, in single file, with the class teacher/support staff.
- Children who misbehave will be asked to stop by either the teacher or support staff on duty at morning play, or by a lunch time supervisor at lunch time play. Hurting another child or repeating an offence will mean that they come inside and go to 'The Zone' where they will complete a Reflection sheet. Any incidents of a more serious nature will be fed back to the class teacher at the end of play to enable further appropriate action to be taken.
- It may be that some children continue to present problem behaviours of a more serious nature (hurting children, abuse or being rude to staff) and at this point parents will be informed and invited to discuss this with us in school.
- In some cases, it may be necessary for children to have break times on their own or to alternate playtimes between going out and staying in to enable us to keep certain children apart to prevent further aggressive / violent behaviour.

## **Bullying**

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Hatfield Woodhouse Primary School no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

## Racism

At Hatfield Woodhouse Primary School our wish is to develop in every individual a sense of self worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the principal. We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment.

## Partnership with parents and other agencies

It is very important that parents and school work together to support each other's efforts to achieve the same goal - that of improving behaviour.

### **Most of our children behave well most of the time.**

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibilities for promoting good behaviour is written in the Home School Agreement which is signed by new parents, children and the school. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans.

Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi disciplinary assessment carried out if necessary.

## Pupil support systems

- For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as drawing & talking therapy, circle of friends, time in nurture provision, Early Help Hub, social care.

## Staff development and support

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the Learning Mentor or any member of the SMT.
- Staff *needing help with* behaviour management will be supported through appropriate CPD.

## Managing pupil transition

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.

### **Pupil's conduct out of school**

- The school will investigate any reported incidents of bullying, including cyberbullying that involve our pupils or behaviour that could adversely affect the reputation of the school.
  - Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the school incident recording systems CPOMS and SIMS which record outcomes and actions.

### **Monitoring and Review**

This policy document was produced in consultation with school staff and AAB. This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Principal. This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Review date: July 2020