

Holt VC Primary School



Behaviour Policy

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HOLT VC PRIMARY SCHOOL

Behaviour Policy

Our School aims to provide a rich and creative curriculum within the context of Christian values and beliefs, which will foster within each child a lifelong love of learning.

Rationale

At Holt Primary we believe that it is everyone's responsibility to make sure our school is a safe and effective learning environment.

- It is the responsibility of all adults who work in the school to follow and promote this policy
- It is the responsibility of every pupil to recognise their part in following this policy
- It is the responsibility of all parents to support their child and the school in working together to achieve this
- It is the responsibility of all adults who visit our school to model high standards of behaviour.

Aims

The aims of this policy are to set clear expectations for all staff and ensure consistent implementation.

We want to:

- Ensure there is a consistent **whole school approach** to managing behaviour
- Create a secure and positive environment in which all children are valued and care, consideration and respect for others is at the heart of our community.
- Have the highest expectations of behaviour for all children, communicating this effectively to them at all times.
- Encourage children to take responsibility for their own behaviour
- Acknowledge that everyone has a part to play in our school community, are valued and should be listened to.
- Promote good behaviour through positive praise which will allow effective learning to take place and each child to realise his/her full potential.
- Create a positive learning environment where children can learn and teachers can teach.

Promoting Good Behaviour

The school promotes and endorses good behaviour in a variety of ways. These include:

- Living our core school values: **Determination, Inspiration, Excellence, Respect, Supporting Others, Reflection and Resourcefulness**
- Drawing up and sharing of our school/classroom rules at the start of each school year and revisiting them as necessary
- Demonstrating, explaining and highlighting good behaviour across the school including assemblies, circle time and through our PHSE curriculum
- Sharing and enforcing classroom/breaktime/lunchtime rules
- Recognition, highlighting and celebration of positive behaviour around the school
- Verbal praise and encouragement for children to take responsibility for their own behaviour choices
- Constructive feedback, time and help for children to articulate their feelings, respond, and discuss reasons for the choices made, so that they understand how they can make better choices/the right choice
- Particular recognition of good behaviour from Head/Deputy
- Communicating our expectations to parents

Rewards

Good behaviour choices could be celebrated and rewarded in the following ways:

- Positive praise and feedback highlighting the good behaviour
- Awarding of stickers
- Completion of our values leaves and Treat Trees

- Golden leaves awarded in sharing assemblies, recognising particular achievements in both work and behaviour
- Recognising individual children's achievements in/out of school
- Displays which recognise individual efforts or achievements
- Feedback to parents recognising special achievements/successes

Sanctions

There will be occasions when a child's behaviour is not acceptable, for example if a child is behaving in a way that is causing disruption to learning or is proving a risk to the safety of themselves or someone else. Children need to understand there will be consequences for poor/unacceptable behaviour choices.

The school has a hierarchy of sanctions to deal with unacceptable behaviour. Guidance is given to all staff to ensure that sanctions are applied consistently and fairly. Staff will regularly review practice and ensure consistency of approach.

Behaviour Management Strategies

In response to individual children, the situation and the circumstances, a range of behaviour management strategies can be employed by staff:

- Positive reminders of what behaviour is expected
- Quiet talk/verbal reminder with individual child to reinforce expectations
- Non-verbal signs (look/frown)
- Using resources/equipment e.g fiddlesticks/wobble cushions to focus attention
- KS1 - movement of child's name on visual display, with explanation given to the child
- Change of seat within the classroom/Use of specific table to work alone
- Movement of children around the classroom to support better learning
- Possible loss of **some** playtime to reflect on behaviour/complete work
- Prompts for individual reflection

Class teacher should complete ABCC forms to monitor triggers, incidents and identify any patterns.

If a child does not respond to classroom management strategies, persistently demonstrates low level disruptive behaviour or exhibits challenging behaviour then the child moves onto the behaviour card system (Appendix A).

SEND

Some children may need extra support in managing their behaviour. These may include children with particular emotional and behavioural difficulties or specific educational needs. Account is taken of each child's individual needs, taking note of their age, stage of development and any specific emotional needs. This may include setting up a home/school contact book to promote communication, the drawing up of a de-escalation plan or external referral for support. The referral procedures will ensure co-ordinated support from parents, teachers, the Special Educational Needs Governor and the SENCo.

The expectation is that parents will co-operate and work in partnership with the school to support their child in improving his/her behaviour and will work with them to do so, including signposting to external sources of support such as school nurse, parent support groups. The school may also call upon external agencies such as behaviour support, paediatrician, educational psychologists or the Multi Agency Safeguarding Hub - where appropriate.

Internal Exclusion

Should a child receive a number of red cards in a short space of time or for a one-off serious offence which could include bullying, physical harm, racial abuse, vandalising property, they may be given an internal exclusion. Internal exclusion is where children are removed from their class/break times and taught separately in a different area of the school for a set period. Parents will always be informed of any decision to apply an internal exclusion. There will be a reintegration meeting before the child returns to class.

Exclusion

In exceptional cases, where all the above sanctions have been unsuccessful, the decision to exclude a child will be taken:

- In response to serious breaches of this behaviour policy
- If allowing the child to remain at the school would seriously harm the education, safety or welfare of others within the school.

Exclusion could be:

- Fixed term exclusion (for a given period)
- Permanent exclusion

The exclusion of a child will follow the guidelines set down in Section 68 of the Schools Standards and Framework Act 1998 and Chapter 6 of the DFES Circular 10/99 Social Exclusion: Pupil Support. Arrangements will be made for work to be sent home during the period of exclusion. Parents will be notified of their right to appeal.

Physical Restraint

Physical restraint is the positive application of force in order to protect a child from causing injury to him/herself or others or seriously damaging property. It will only be used as an exceptional measure – a last resort and not for disciplinary purposes.

Physical restraint should only be used as a last resort when:

- a) There is a risk of injury to a person or significant damage to property;
- b) When there is a risk of a criminal offence being committed or as a personal self-defence measure.

The school follows Wiltshire LA guidance on physical restraint and a member of the SMT will always be called on to be present to ensure the safety of all individuals and appropriate paperwork completed when restraint is used in line with LA/national guidance.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Peer on Peer abuse

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse is sexual, emotional or physical abuse that happens between children of a similar age or stage of development. Peer on peer abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. We recognise that peer on peer abuse can manifest itself in many ways, including, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or youth produced imagery
- radicalisation
- Child Sexual Exploitation
- abuse in intimate relationships
- children who display sexually harmful behaviour
- ‘upskirting’ or any picture taken under a person’s clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy. The school’s peer on peer abuse procedures are detailed in our Peer on Peer Abuse Policy.

Following investigation, and where behaviours are deemed ‘Normal’, such behaviours will be addressed through a discussion with the child/ren to develop their understanding of appropriate behaviours.

Items not allowed in school

- Items which are banned in school include any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not had a medicine form completed), knives, firearms, sprays, alcohol or stolen items.
- Children's mobile phones are not allowed in school, on trips or at school events. If found they should be taken to the school office and parents contacted.
- Electronic games are not allowed to be brought to school including at the end of term when the children may be invited to bring in games to play. Any electronic games will be confiscated.
- Money may only be brought into school for specific, organised events.

The Headteacher, staff and governors will share in the regular ongoing review of the policy and its effectiveness.

Links with Other Policies

- Exclusions policy
- Safeguarding Policy
- Anti-bullying strategy
- Use of force to control or restrain pupils
- Peer-on-Peer Abuse Policy

Appendix A – Behaviour Card System

Classroom management strategies



Warning
 You will be **warned** that continued challenging behaviour may result in a **Yellow Card** and time out to reflect in another class.



Yellow Card
 You will be sent to another class for 10 minutes to reflect on your behaviour. Alternatively, this could be a loss of break time if more appropriate.



Red Card
 You will be sent to Head/Deputy
 A Red Card will be sent home for your parents to sign and send back to school.



Further Red Cards
 If you receive further Red Cards in a week, you will be sent to the Headteacher and we will ask your parents to come and talk to us.

ABCC forms to be completed and colour coded (yellow/red) on the right-hand side of the page.
 If a trend/pattern is identified, the class teacher will speak to parents/carers. It may also be appropriate to seek advice from colleagues eg SENCo

Class teachers should inform the child's parent/carer – either by phone or in person at the end of the day - that their child's behaviour has reached the yellow or red card stage.

A child could go straight to a red card if behaviour is particularly challenging

If a child refuses to leave the classroom, as requested, then parents will be informed.

Appendix B – ABCC Chart

ABCC Chart

NAME..... CLASS.....

TEACHER.....

Date/Day /Time Observer	ANTECEDENT – What happened before?	BEHAVIOUR – What did he/she do?	CONSEQUENCE – What did you say/do?	COMMUNICATION – What was he/she trying to communicate?

Appendix C – Red Card (to be adapted as necessary)

Dear parent,

I am sorry to report that, XXXXXXXX has made some poor/unacceptable behaviour choices in school today.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Appendix D – Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.