

Behaviour Policy and Statement of Behaviour Principles

Hobbayne Primary School



Approved by:	Sharmaine Yoosuf	Date: 20.2.18
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Contents

1. Aims..... 3

2. Legislation and statutory requirements..... 3

3. Definitions 3-4

4. Bullying 4

5. Roles and responsibilities 4-5

6. Pupil code of conduct..... 5

7. Rewards and sanctions 6-9

8. Behaviour management 9-10

9. Pupil transition 10

10. Training..... 10

11. Monitoring arrangements 11

Appendix 1: written statement of behaviour principles..... 12-13

Appendix 2: staff training log..... 14

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Please note: this policy will need to be read in conjunction with the following policies:

- Behaviour Principles
- Anti-Bullying Policy
- Home School Agreement
- Exclusion Policy
- Physical Intervention Policy
- Statement of procedures for dealing with allegations of abuse against staff
- SEN Policy
- Health and Safety Policy
- LBE Exclusion Policy

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude/rudeness
- Incorrect uniform without valid reason
- Bad language/insults

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical attacks on adults or children
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting which results in harm

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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:

- **Emotional:** Being unfriendly, excluding and tormenting.
- **Physical:** Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Racial:** Racial taunts, graffiti, gestures
- **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 policy, which employs the *No Blame Approach* in the first instance. Where this is ineffectual, sanctions in line with school policy will apply. We have a child-friendly anti-bullying leaflet which explains what bullying is and supports children and parents in understanding how to report it and what the school will do about it.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Communicating with parents and carers promptly where there are significant behaviour incidents and where there are changes in typical behaviours.

The Phase Leaders and Senior Leaders will support staff in responding to behaviour incidents.

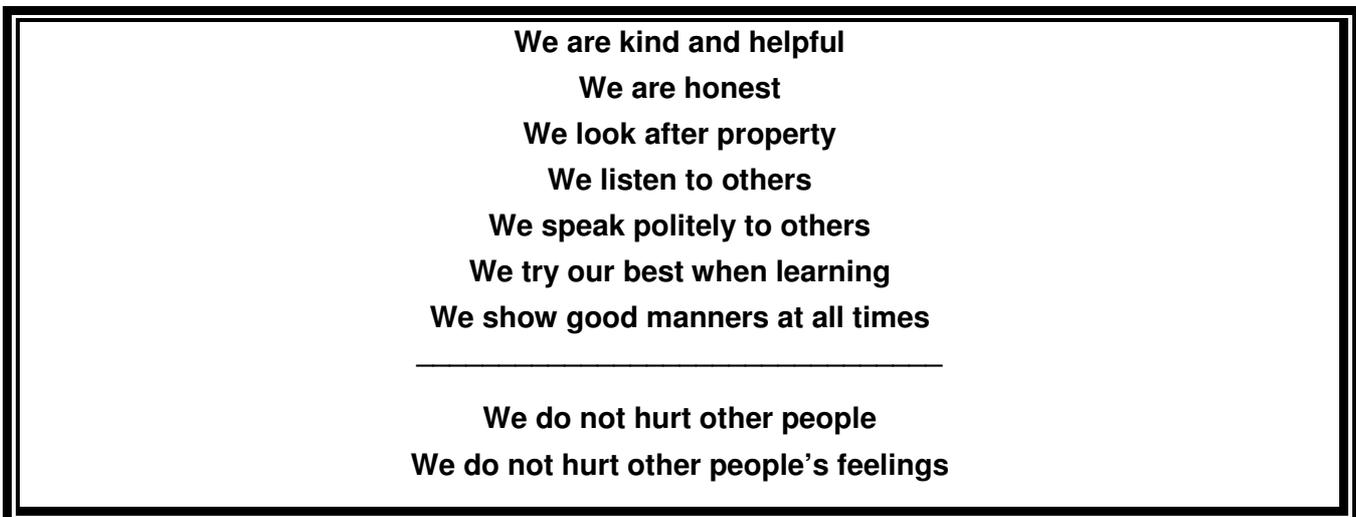
5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The standard of behaviour expected at Hobbayne is included in our Home School Agreement. All children and staff are required to follow the Golden Rules. These rules are displayed in classrooms and referred to when dealing with behaviour.



We also expect pupils to

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school on trips and walking to and from school each day.

7. Rewards and sanctions

7.1 List of rewards and sanctions

1) YOYOB

You Own Your Own Behaviour: this is a strategy followed across the school for applying rewards and sanctions. It is intended to be used progressively to encourage good behaviour within the classroom. YOYOB may vary slightly from class to class, depending on the teachers' preferred rewards and the needs of the group. Typically for positive behaviour a name on chart, individual credits, stickers, class credit, raffle tickets or certificates are used. For negative behaviours: warning, 5 mins off play and Time Out Time are used in that order.

2) Rewards and Sanctions

Rewards: For most of the time, children behave in desirable ways at Hobbayne and this behaviour will be rewarded with praise, encouragement and recognition:

- Pupils will always be praised for showing good attitudes and behaviours when at school.
- Stickers are given to children and used in books.
- Teachers have class credit systems and Dojo Points in operation within their classrooms.
- Certificates are rewarded for pupils showing exceptional behaviour and attitudes in school.
- Phase assemblies will recognise the good behaviours and attitudes of pupils.
- Headteacher assemblies will recognise the 5rs (Good Learning Principles).
- Individuals can be sent to show good work to the Headteacher, the Deputy Headteacher or the Phase Leader.

Sanctions: if required, sanctions will be applied consistently and fairly. Children are encouraged and given opportunities to change their behaviour before sanctions are applied. All members of staff are responsible for promoting positive behaviour and must not accept inappropriate behaviour. Class teachers are responsible for promoting the good behaviour of all their pupils. The Headteacher has overall responsibility for behaviour and providing teachers with a clear framework for the appropriate use of any applied sanctions.

Teachers are responsible for promoting and reinforcing positive behaviour amongst all of their pupils at all times. Where behaviours require the parents to be contacted class teachers will be responsible for this in the first instance. Where the incident is of a more serious or critical nature it will be escalated to the Phase Leader. If such behaviours continue, it will be managed by Senior Leaders of the school.

Typical EYFS and KS1 Sanctions

- *the child's name is written on the board*
- *the name is ticked: the child will miss two minutes of their next play*
- *the name is ticked twice: the child will miss the whole of their next playtime*
- *the name is ticked a third time: the child will go to the phase leader or a member of the SLT*
- *Parents informed/parental meeting*

Typical LKS2 and UKS2 Sanctions (The use of the YOYOB chart is employed to support this process)

- *Warning – A warning and positive choice is given to pupils in encouraging them to make the right choices.*
- *A loss of 5 minutes of playtime*
- *Time out time to reflect on poor behaviour (and may include a letter of apology for behaviours that affect others)*
- *Time in an alternative class/place to complete work*
- *The child will go and see the phase leader or a member of the SLT (as appropriate to the gravity of the behaviour choice)*
- *Parents informed/parental meeting to resolve behaviours*

TOT: Time out time This can be for moving down the YOYOB Chart or in rare instances this can be issued instantly for more critical instances of undesirable behaviour. After three Time Out Times in a half term the parents will be contacted to discuss behaviour. (Each new half-term provides a "fresh start") An Instant time out time can be handed out for behaviours such as: physically hurting another child or not responding positively to any adult.

Lunchtime Detention This will be given in cases of extreme poor behaviour which does not warrant a fixed term exclusion. This may include verbal or physical abuse to children or members of staff. In these instances a Behaviour Report must be completed and the parents must be informed. The child will be able to eat lunch, but will spend their lunchtime with a Senior or Middle leader of the school. There will be an opportunity for the staff member taking the detention to discuss the behaviours which led to it, and to consider how this could have been approached differently by the child, and how they may adapt their behaviours positively in the future.

Report Cards/RAG records (Behaviour Chart): Class teachers may decide that the use of a Report Card will support particular pupils in managing and monitoring their behaviour. These typically involve a weekly card split into teaching sessions and break/lunch times enabling the teacher (and often the pupil too) to reflect on and to grade behaviour. Parents will be informed should their child be put on a report card.

Headteacher Report Card for use with pupils whose behaviour is consistently unacceptable. Parents will be informed should their child be put on this Report Card. Pupils must achieve 100% "green" behaviours across a two-week period to come off the report card. The Headteacher, in conjunction with the class teacher, will communicate with the pupil and with the pupil's parents on Friday of each week to reflect on the behaviours shown during the week.

Continued misbehaviour

- If a pupil continues to misbehave the parents will be asked to meet with the teacher at the school. At this meeting a pastoral support plan may be drawn up, together with the inclusion manager. The Headteacher will be informed.
- If the targets are not met, it may be appropriate to alert outside agencies for referral.
- In extreme cases exclusion may be an option, but only the Headteacher may decide this.

3) Break and Lunchtime Behaviour

- All SMSAs are responsible for either a class in the Infants or a year group in the Juniors
- All SMSAs carry a small notebook in which they record any incident, which occurs during the lunch hour. They give a copy of all incident reports to the class teacher to enable them to follow up on incidents and to keep a record in their Pastoral Care Book
- All SMSAs give out stickers each day to children following our golden rules. The supervisory SMSA for KS1 and KS2 will both choose two children on a Friday who have behaved well all week to have certificates presented to them in Monday assembly. One child will be someone who always behaves well, the other a child who is making efforts to improve their lunchtime behaviour
- At the end of the lunch hour, they will report to the class teacher any incident and the class teacher will respond in the appropriate manner
- If there are three incidents of unacceptable behaviour during a week, the parents will be informed
- If the behaviour continues, a lunchtime detention may be appropriate

Rewards

- Lunchtime play certificates are awarded weekly
- SMSAs report positive and helpful behaviours to teachers when returning their classes at the end of lunchtime.
- Stickers are given to the children during lunchtime for good manners, behaviours and eating well

Sanctions

These apply each time a golden rule is broken by the same child.

- The child will be asked to stand against the wall for an appropriate length of time
- When play is resumed, if the child continues to misbehave, he or she will lose a whole playtime
- In the case of serious misbehaviour the child will be sent to a Phase Leader or a member of the Senior Leadership Team.

A Senior Leader is on duty throughout the day, including lunchtimes, to support any member of staff who is in difficulty. If for example a child refuses to go their paired class, the manager on duty should be sent for. If they are temporarily unavailable the office should be informed.

4) Critical Incidents

A Behaviour File on SIMS and a Pastoral Care Book held by the class teacher are used to record unacceptable behaviour. These are defined as:

- Verbal abuse directed at adults in school
- Physical abuse directed at adults in the school
- Verbal abuse directed at children in the school
- Physical attack on other children
- Leaving the school site without permission
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are:

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

In the instance of a critical instance SLT will be involved.

- The child has cooling down/thinking time to reflect on the incident.
- The supervising adult (including class teacher) initially investigates the issue, noting responses from the victim and perpetrator, recording pupil's responses.
- If the issues are unclear, further investigation into the issue is needed, e.g. checking for accuracy, including triangulating with others.
- Once all facts are clear as possible, the lead adult agrees sanctions for pupil with HT/DHT. These may be as follows:

Seclusion from class (half-day periods), Seclusion from breaks (morning and/or lunch for number of days), Fixed-Term exclusion (recommendation of Head) and Permanent exclusion (recommendation of the Head)

- The class teacher or a member of the SLT contacts parents, explains issue and sanctions.
- Where there is a child victim, the class teacher or a member of the SLT contacts victim's parents, explaining issue, actions and consequences.
- The class teacher or a member of the SLT meets pupil and supports them to reflect on their behaviours.
- In the case of fixed term exclusions, the processes for this will be followed including a re-integration meeting: see Exclusions Policy.

5) Recording Behaviour Incidents

- Only the SLT, Phase Leaders and Class teachers are able to record critical incidents on SIMS.
- All incidents reaching the critical level must be recorded on a SIMS behaviour record.
- For all serious critical incidents a separate report must be completed alongside that of SIMS to ensure that there is a complete factual account. This must be uploaded onto SIMS via a word document.
- SMSAs and lunchtime staff have a duty and responsibility to record behaviour incidents using their behaviour logs and ensure that teachers have a copy of this at the end of lunchtime. Typical examples would be fighting, swearing, non-compliance with requests.
- All staff have a responsibility to inform their line manager of any recorded incidents and/or incidents that require a written record.
- RAG Sheets may be completed for any pupil with an ongoing behavioural issue affecting their work and well-being. RAGs are kept electronically under behaviour on the U-Drive. RAG sheets should not be used to capture the full account of incidents. A separate record must be kept on SIMS of all critical incidents.
- It may be appropriate if determined by the Headteacher/SENCO that a running behaviour record is used.
- Any restraint of a child must be recorded as critical incident and reasons for the restraint made clear.
- Any restraint must follow our Physical Intervention Policy, and where possible, trained staff should be called to assist.

7.2 Behaviour beyond the School Gate

- We believe that the behaviour we expect at school should extend beyond the school gates.
- Whilst children are on trips, we expect them to conduct themselves in a way that reflects the expectations we set in school. Children will be reminded of the Golden Rules if necessary and sanctions and rewards can be given in accordance to the systems set out above. Some of these rewards and sanctions may need to be applied when the children are next in school. For example; it may not possible to implement a Time Out Time whilst out on a day trip.
- Whilst children are walking to and from school and are wearing school uniform, we expect them to conduct themselves in a way that reflects the expectations we set in school, whether they are with their parents, or they walk home alone (Year 5 and 6).
- Children in Years Nursery to Four are expected to be accompanied by a parent or carer in the playground prior to the start of the school day, until they are collected by their classteacher.
- Where it comes to our attention that children have been behaving in an undesirable way whilst in uniform, *en route* to or home from school, the child/ren will be spoken to and the parents contacted to discuss what has happened.
- Such behaviours may be recorded in the Pastoral Care Book or on SIMs (depending on the gravity of them) as necessary.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Ensure the layout of the room allows for safe movement and accessibility to resources
- Display the pupil code of conduct (Golden Rules) and their own classroom rules
- Display and reinforce the 5Rs (our Learning Characteristics)
- Develop a positive relationship with pupils, which include:
 - Greeting pupils and support staff in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Preparing ways to meet the emotional and behavioural needs of children who struggle to manage within usual expectations
- Explicitly teach good behaviours, manners and respect through the PSHE Curriculum and through Circle Time as appropriate.
- Model desirable behaviours and manners with other members of staff, parents and children during daily interactions.

8.2 Physical restraint (please refer to Physical Intervention Policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and Deputy Headteachers will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, the primary Behaviour Service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. This may include visiting other settings and meeting with staff from new schools.

10. Training

Our staff are provided with training on managing behaviour, school expectations and ethos as part of their induction process. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Board every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Board every year.

Appendix 1: written statement of behaviour principles

This Statement of Behaviour Principles is made by the Governing Board of Hobbayne Primary. At Hobbayne, we have a collective responsibility to expect and maintain high standards of behaviour and conduct. We do this through teaching and by example, so that our children are able to be confident, motivated, happy, self-disciplined, healthy, caring, aspiring and well supported young people. Our Aims and Ethos embed this principle in how we execute nurturing positive behaviours.

1. Ethos

- We encourage children to be responsible for their own behaviour and goals.
- We encourage behavioural mistakes to be treated as powerful learning opportunities.
- We teach children that there is always a choice in how they do something, what they say and how they react to others.
- We seek to educate children to understand that individual children have different needs that may sometimes require different approaches.
- We seek to work closely with families, the SENCO and the Inclusion Manager and other agencies (where necessary) to support pupils who find our behaviour framework difficult to navigate consistently.

2. Aims

- To create a happy, secure and rich learning environment for all pupils and staff.
- To create a partnership between home and school so as to reinforce the home/school contract which is signed at the beginning of the new school year.
- To ensure that children complete assigned work.
- To enable children to manage their own behaviour and grow to be responsible citizens in our community.
- For all pupils and members of staff are expected to show consideration and respect for each other.
- To sort out all problems in a non-threatening and non-confrontational manner.
- To contribute to a caring and sharing environment and to prevent bullying through explicit teaching in our curriculum, assemblies and beyond.

At Hobbayne, we all have a responsibility to support the school in maintaining high standards of behaviour so that our children are able to be confident, motivated, happy, self-disciplined, healthy, caring, aspiring and well supported young people.

3. Entitlements

Children are entitled to:

- The highest expectations for themselves to be nurtured in all areas of school life.
- A safe secure environment conducive to effective and stimulating learning.
- Consultation about the school behaviour guidelines and expectations through school and class councils
- Adults in school setting a good example.
- A fair, consistent, clear and calm approach to discipline in an environment conducive to learning.
- A right to be heard if there is a problem.
- An effective anti-bullying policy.
- Ongoing support to enable them to develop positive behaviours, including access to counselling.

Adults in school are entitled to:

- Professional development and support to help them to manage challenging behaviour, develop behaviour strategies and to teach pupils what good behaviour consists of.
- A clear school behaviour framework to work within and support them in their various roles.
- A safe, secure environment conducive to effective and stimulating learning.
- Give priority to the needs of the majority of children, whilst at the same time recognising the needs of the individual child.

Parents and carers are entitled to:

- A school environment, which is safe and stimulating for their child and in which the prevention of bullying is given the highest priority and any bullying identified is addressed systematically and rigorously.
- The highest expectations for their child in all areas of school life.
- Early notification from the school of any problems with their child's behaviour, with support offered to help address their child's behaviour.
- Be informed if their child has been involved in an incident involving restraint or control measures, or has been removed from a classroom in the interest of safety for the pupil him or herself, other pupils or property.
- Be informed if their child has had an item that is prohibited confiscated from them.

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 every year.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date
PSHE: Introduction to the new curriculum	5.9.2017	Sophie Benwell	<i>Sophie Benwell</i>	All staff	Autumn 2018
Promoting Positive Behaviour	30.10.17	Sharmaine Yoosuf	<i>Sharmaine Yoosuf</i>	All staff	Summer 2018