



# Hartwell Primary School

## Behaviour Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

*'Believe, Aspire, Grow'*

Review date: Autumn 2023

## 1. Statement of Intent

At Hartwell Primary School we have high expectations of everybody within our school community. We work positively together to promote our Christian Values – our guiding principles – that help to shape our decisions and actions, therefore guiding our behaviours and interactions with one another.

We believe that, in order for effective teaching and learning to happen, positive behaviour must be demonstrated in all aspects of school life.

We acknowledge that poor behaviour can sometimes be the result of educational needs, mental health, other needs or vulnerabilities. These needs will be addressed by an individualised, graduated planned response.

Our school is committed to:

- Promoting the desired behaviours through our school Christian values and growth mindset.
- Promoting self-esteem, self-discipline, friendship, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment of all.
- Praising and recognising positive behaviour.
- Challenging and disciplining unacceptable behaviour.
- Providing a safe environment for all, free from disruption, violence, discrimination or bullying.
- Encouraging positive working relationships with parents.
- Maintaining positive relationships with children to enable early support and intervention
- A shared and consistent approach that involves children.
- Promoting a culture of praise and encouragement in which all can achieve.
- Preparing children to function effectively and make a positive contribution to the communities that they are involved in

## 2. Our School Values

2.1 Our Christian School Values are:

H is for **honesty** every day

A is for **achievement** and aspiration in every way

R is for **respect** in what we do

T is for **trust** between me and you

W is for **wellbeing**, be confident in what your say

E is for **enthusiasm** at work and play

L is for **listening** with kindness and care

L is for **loving** God's world that we share

2.2 Through the positive promotion of our school values, we aim for children to understand one another, appreciate the individuality within our school community and see the impact of their actions.

2.3 Clear and consistent focus on our values helps to ensure that children understand the effect of their actions on others. It is our values that guide staff and children in knowing that we are all responsible for our behaviour choices and that we must work together collaboratively to foster and maintain positive relationships, and therefore exemplary standards of behaviour.

### **3. Legal Framework**

3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and Discipline in Schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental Health and behaviour in schools'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

3.2 This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Inclusion Policy (SEND)
- Values and Collective Worship Policy
- Online Safety Policy
- Exclusion Policy
- Complaints Policy

## **4. Roles and Responsibilities**

### **4.1 The Governing Board**

- Monitoring and implementing this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender assignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass all aspects of school life.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

### **4.2 The Headteacher**

- Publishing this policy and making it available to all stakeholders.
- The day-to-day implementation of this policy.
- Establishing the standard of behaviour expected at our school and determining the school rules and any disciplinary consequences for breaking the rules.
- Reporting to the governing board on the implementation of this policy.
- Overseeing the whole school approach to mental health and wellbeing, including how it is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how our school engages with children and parents with regards to the behaviour of children with SEMH difficulties.  
Collaborating with the SENCO on specific SEMH needs.
- Overseeing the outcomes of interventions on children's behaviour, education and overall wellbeing.
- Working proactively with parents, other professionals and agencies as appropriate.

### **4.3 The SENCO**

- Undertake the day-to-day responsibilities for the successful operation of behavioural policies in relation to SEMH to support children with SEND.
- Support class teachers in the further assessment of children's strengths and areas for improvement and advising on the implementation of support (SEND)

### **4.4 Teachers**

- Setting high expectations for every child across the curriculum, whatever the prior attainment.
- Planning learning to ensure that there are no barriers to every child achieving well across the full curriculum.
- Be responsible and accountable for the progress and development of the children in their class.
- Be aware of the sign of SEMH-related behavioural difficulties.
- Be aware of the needs, intended outcomes and support provided to children with SEMH-related behavioural difficulties.

- Involve parents at the earliest opportunity when behaviour has not met expected standards.

#### 4.5 All members of staff and volunteers

- Adhering to this policy and ensuring that all children do too.
- Promoting a supportive and high-quality environment, role modelling our school values and expected high standards of behaviour.
- Praise and recognise positive behaviour and give clear warnings when the expectation is not being met, reiterating what the expectation is.
- Keeping SLT informed of behavioural incidents and concerns, using appropriate channels of communication, including making a record on CPOMs.

#### 4.6 Children

- Follow and role model the behaviour expectations and values of our school, inside school, online and in the wider community.
- Approach every day with a growth mindset and understand that is a positive thing which is part of the learning process.
- Speak honestly about their actions and reflect how their behaviour impacts on others
- Listen to others.
- Celebrate their own successes and the successes of others.
- Where a relationship has been damaged as a result of poor behaviour, work to restore the relationship demonstrating remorse.
- Be prepared to forgive a person if they have behaved poorly when they show remorse for what they have done.
- Understand and accept the school's rewards and consequences.

#### 4.7 Parents/Carers

- Sign and support our home school agreement.
- Work positively and proactively with our school and school staff.
- Address any matter of concern with the school directly and do not involve other parents or children in a matter personal to your child, including posting about the school, any children or the situation on social media.
- Consistently support and share messages of praise, celebration and poor behaviour at home with your child/ren.

#### 4.8 Service Providers and Contractors

- Uphold the principles of the Safeguarding Policy, including reporting matters of safeguarding to one of the DSLs.
- Any praise or poor behaviour that needs reporting, is directly with the relevant class teacher.

## **5. Routines and Classroom Organisation**

5.1 The physical and psychological environment can influence a child's behaviour. We aim to provide an environment that is safe, welcoming and productive to all. Our classrooms are stimulating and well organised, celebrating children high quality learning and promoting high quality learning, the growth mindset and positive conduct.

5.2 Effective teaching and learning strategies and good classroom organisation are essential for maintaining positive learning behaviour:

- Children are encouraged and recognised for their positive contributions.
- Children are encouraged and recognised for demonstrating our Christian school values.
- Each day begins with 'Morning Routines' where children are prepared for the day ahead.
- Teachers quickly establish consistent routines with their class.
- Classrooms are tidy and well organised with equipment clearly labelled and accessible.
- Children know what is expected of them during lessons, what to do to help themselves, how to seek support and what they should do when they have finished a task.

5.3 Staff ensure that children have a range of play opportunities open to them and children are encouraged to take responsibility for the games they play and the resources that they use. Supervision outside is in place so that children are safe, effectively cared for and are managed positively.

5.4 The School Council contributes to decisions made about the environment, helping shape rules and routines and selecting play equipment and opportunities.

5.5 All children contribute to their 'Class Rules' at the start of every academic year.

## **6. Recognition, Rewards and Consequences**

6.1 Positive behaviour is recognised at every opportunity and a structured series of consequences are in place when there are any occurrences of poor behaviour. We firmly believe that our rewards and consequences are only effective when:

- There is consistency and fairness
- Negative experiences are supported in a constructive manner, therefore are experiences to learn from
- Flexibility is built into the system to support children, including, but not limited to, those with SEND, including SEMH

- The child has a voice and understands the impact of their actions.
- Parents are involved, as appropriate, and supportive to their child and the school, including celebrating improved behaviour.

## 6.2 Recognition and Rewards

Our behaviour management strategy is built upon the intrinsic belief that all children have an inherent desire to please. Recognition and rewards are integral in day-to-day school life and are given in a variety of ways. These include:

- Smiles from adults and peers
- Verbal and written feedback from adults
- Visits to other teachers/headteacher
- Positive praise stickers
- Effort marks in KS1
- Credits and merit awards in KS2
- Privileges
- Award of the Day in every classroom
- Personal bests
- Word millionaires
- 144 Club
- Star of the Week awards
- Letter of praise to parents
- Phone call or face-to-face conversation with parents

This list is not exhaustive, nor is it hierarchical, nor does it prevent teachers from having their own individualised reward systems in class. It also does not prevent children requiring additional behaviour support through an individual behaviour support plan (BSP) having individually tailored rewards for achieving a behaviour target.

## 6.3 Consequences

Consequences are made overt to all children and warnings are given when inappropriate behaviour choices have been made. This allows children time to reflect on their poor behaviour choice and rectify it. If there is a deterioration in behaviour where staff believe there may be an issue relating to safeguarding or SEMH, a conversation with the DSL or SENCO (as appropriate) must be sought, without delay.

The consequences below are sequential, unless the incident is deemed so serious a member of the Senior Leadership Team, where an immediate 'high order consequence' is called for meaning that a warning is not appropriate in this circumstance. A serious

incident is an act of deliberate physical or psychological harm. An example of deliberate psychological harm is the use of discriminatory language, in person or online.

- A **warning**: the child has time to reflect upon their behaviour and rectify it.
- If the behaviour is **repeated on the same day (or the child is receiving the same warning most days): loss of playtime** – the length of time lost will depend upon the severity of the incident, the age of the child and whether the child is vulnerable or has SEND. Loss of playtime is in the classroom if the poor behaviour is learning related or if the matter relates to poor conduct outside of the classroom, playtime will be spent shadowing an adult on the playground.
- If the pattern of poor behaviour **continues** and the child has had support from an appropriate adult to correct their behaviour the child will be put on a **week-long behaviour report**. The class teacher manages this with advice from a member of the Senior Leadership Team. At the end of the week, a member of SLT will praise the child for their improved behaviour, or make recommendations to continue the behaviour reporting or move to a **behaviour support plan**.
- As a last resort, a child may be **excluded**. This exclusion could be internal, fixed term or permanent.

## 7. Involving Parents

7.1 Please refer to paragraph 6.2 for how recognition and praise is shared with parents.

7.2 When there have been incidents of poor behaviour, teachers should engage with parents for any significant or repeated incidences of poor behaviour.

7.3 The class teacher must always inform parents when any of the following incidents occur:

- Swearing
- Physical altercation (instigator, participant or target)
- Stealing
- Deliberate damage to property
- Bullying behaviours
- Online safety incidents (whether they occurred in or out of school)
- When a child is put on report/moving to a BSP

## 8. Recording Behaviour Incidents on CPOMs

- All incidents must be recorded as soon as possible and at least before the start of the next working day, remembering to share the incident with relevant members of staff. It is recognised that some staff will not receive CPOMs notifications as readily as others, therefore should a member of staff (e.g. PPA cover, break cover staff) need to look at a CPOMs entry their name



will displayed on the board in the staffroom indicating that they should use the 'CPOMs' laptop to check the information.

- Records must be factual and not include emotive or anecdotal accounts.
- Any related documents must be scanned and attached to the account.
- Any discussion with parents/carers/outside agencies regarding the incident should also be recorded.

## **9. Equality**

9.1. At all times children are treated fairly and equitably.

9.2. All actions are in compliance with the school's Equality Duty.

## **10. Vulnerable Children and Children with SEND**

10.1 There are some children who are vulnerable and/or have SEND. For these children, it may be appropriate for a 'Behaviour Support Plan' as there are specific barriers present, which make it more challenging for them to manage their behaviour.

10.2 A vulnerable child or a child with SEND who has a 'Behaviour Support Plan' may need targets to support them conforming to the school's behaviour policy and therefore have different rewards and consequences than set out in this policy.

## **11. Exclusions**

11.1. Refer to the school's Exclusions Policy

## **12. Staff Support and Training**

12.1. Staff training for behaviour management takes place through INSET and meeting times as well as through external training courses for individual staff members, as required.

## **13. The Use of 'Reasonable Force'**

13.1 The use of physical intervention from a member of staff with a child should always be avoided, but in specific circumstances may be necessary. A child may need physical restraint if there is danger of the child hurting themselves, others or damaging the physical and/or the psychological environment. Physical intervention is only used as a last resort when all other behaviour management strategies have failed and the child is presenting immediate danger.

13.2 If a member of staff has had to physically intervene/restrain a child, it must be immediately reported to the headteacher and the incident recorded in the 'Bound and Numbered Book' and that page also scanned onto CPOMs.

13.3 With any incident of physical intervention, parents will be notified and both child and staff member will separately be offered an opportunity to debrief and reflect.

13.4 The practices detailed in this section here are in compliance with 'Use of Reasonable Force in Schools, DfE, July 2013' <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **12. Complaints Procedure**

12.1 If a parent/carer is unhappy with how an incident has been dealt with by the school, and has already contacted the headteacher, the matter is to be dealt with in accordance with the Complaints Policy.

## **13. Monitoring and Evaluation**

13.1 Behaviour of pupils is regularly discussed at team meetings and any concerns are brought to the Senior Leadership Team (in most cases via CPOMs, in the first instance).

13.2 Questionnaires for children, staff and parents include questions regarding behaviour and safety in the school. Governors review behaviour through headteacher's reports and by monitoring visits.