

HALSTEAD CP SCHOOL

Behaviour Policy



Approved by the Full Governing Body

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Signed :

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1. MISSION STATEMENT

To provide a secure and happy environment in which each child is able to develop confidence, self-esteem and respect for others (from PSHE).

2. AIMS OF THE POLICY

- Our aim is to provide a holistic environment where children can develop socially, emotionally, physically, spiritually and academically in a safe and secure environment.
- To encourage a calm, purposeful learning environment in the school.
- To foster caring attitudes and to celebrate diversity so achievements at all areas are acknowledged.
- To encourage increasing independence and self-discipline.

3. EXPECTATIONS OF STAFF

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.

4. EXPECTATIONS OF PUPILS

The following expectations have been developed and agreed by pupils in the school. They were worked on in individual classrooms and in School Council

- To work to the best of their ability, and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.
- To follow the instructions of the school staff.
- To take care of and respect property with the school environment and community.

5. EXPECTATIONS OF PARENTS/CARERS/GUARDIANS

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- To foster good relationships with the school and to support the school in the implementation of this policy.

6. MOTIVATING APPROPRIATE BEHAVIOUR

6.1. Preventative measures.

6.1.1. Raising pupil self esteem

- Communicate a sense of importance
- Ensure successful experiences.
- Emphasise pupil responsibility through providing choices.
- Ensure feelings are part of the curriculum.
- Vary groups in class according to friendship and abilities.

6.1.2. Offering a well-planned curriculum

- Good and flexible preparation of activities matched to pupil abilities.
- Vary lesson pace.
- Plan for and support SEN pupils.
- Plan for other adults in the classroom.
- Set achievable goals.
- Explain tasks well.
- Have back up self-sustaining activities ready.

6.1.3. Providing a comprehensive programme of Personal, Social, Health & Citizenship education

- Develop clear rules for relationships.
- Teach children to respond positively
- Help children to be assertive.
- Work towards school aims.

6.1.4. Good classroom management of time

- Clear routines (end of lessons/day and activities)
- Allow time for e.g. clearing up, questions, children to finish work.
- Allow children to organise their own time and tasks where possible.
- Quality activities for quick finishers. Evaluate their completed task (hard enough, their best?, extend task or present it better?).

6.1.5. Good classroom management of resources.

- Have clear movement routes.
- Allocate clear curriculum areas in the classroom.
- Resources easily available and kept tidy.
- Discourage wastefulness.
- Share resources across age groups.
- Subject co-ordinators to catalogue, promote and organise special resources.
- Develop pupil independence.
- Display children's work effectively.

6.1.6. Teach good work habits.

- Emphasise a classroom rule for the day or week and reward pupils for doing it.
- Ensure pupils can say the rules and what they should be doing.
- Older children the opportunity to assess and set targets for work habits.

6.1.7. Teaching and learning

- See [Teaching & Learning Policy](#)
- Vary teaching style to meet range of children's preferred way of learning.
- Pupils usually remain on task if the learning experience is interesting.

6.1.8. Climate for learning.

- **Clarity** of relevance of classroom activities.
- **Environment** should be comfortable and attractive.
- **Fair, just and equal** classroom
- **Interesting**
- **Ordered, disciplined and structured.**
- **Pupil participation in** influencing and running classroom.
- Safety
- **Standards** and **expectations** of achievement and **encouragement** to improve.
- **Support** to try new things and **learn from mistakes.**

6.1.9. Conditions for personal growth.

A climate of:

- **Active** people learning with others.
- **Respect**
- **Acceptance** so people can be themselves and express beliefs.
- **Trust** in themselves and others.
- **Self-discovery** – find out about themselves and meet own needs
- **Non-threatening** climate to confront others.
- **Openness.**
- **Personal** nature of **learning.**
- **Differences** are thought to be **good** and desirable.
- Right to make **mistakes.**
- **Tolerates ambiguity** – explore alternative solutions.
- **Co-operative evaluation** and **self-evaluation** (with peer help).

6.2. School procedures for encouraging good behaviour.

Aim: To show children that that good behaviour is worthwhile. How:

- Recognise and respond to the children doing something well.
- Give praise as reinforcement both publicly and privately
- Make our expectations clear
- Discourage anti-social behaviour
- Move up the rainbow
- Receive team points
- Take part in Golden Time
- Certificate of Achievement
- Class specific rewards

All pupils behaving appropriately will receive appropriate recognition. Teachers should reward children according to agreed class procedures. They may choose to award a certificate in a celebration assembly.

6.3. Attendance

- Raffle tickets are given for 100% attendance each term
- A certificate is given during end of term assemblies for 100% over that term.
- An annual prize is given at the end of the year for 100% attendance throughout the year.

The Attendance and Advisory administration team member monitors this process through the register data. The SLT are informed of pupils who have 100% attendance and the SLT organises certificates to be handed out during the assembly.

6.4. Corridor behaviour

- All staff are responsible for behaviour at mass circulation time
- When classes are moving about the School, they should be supervised at all times by a member of staff
- Children are expected to walk in the corridors
- Children should move quietly about the school
- Children are expected to show consideration to others, such as holding the door open

6.5. In the Playground

- The staff 'On duty' are responsible and should be in sight of the children at all times
- Being prompt is imperative
- Any pupils suffering from minor injuries during break time should be sent in with a responsible child to see a First Aider
- In the event of a major accident, send for another member of staff using your red card (preferably a senior member) to take over the situation or to continue your duty, whichever is appropriate
- At the first bell, children should stand still in silence. At the second bell children should walk to their class line
- Staff should meet their class on the playground at the end of play

6.6. Wet play

- KS1 – the children will be supervised in the wet play room by the member of staff on duty
- KS2 – the children will be supervised in the KS2 classrooms and ICT suite by the member of staff on duty

6.7. Outside school

- Children should be supervised as they leave the school building at the end of the school day
- When the children are walking home in school uniform they reflect the School's reputation and should be expected to behave accordingly
- The general standard of behaviour and discipline must prevail on educational visits. If a child has shown themselves to be untrustworthy on visits, careful consideration should be given to allowing them to go on a future visit

7. DEALING WITH INAPPROPRIATE BEHAVIOURS

Consequences

The aim of a consequence is to discourage future misbehaviour.

We aim to keep the severity of a consequence to a minimum.

The child needs to have a clear picture of the hierarchy of sanctions.

Consequences need to:

- Be fair and consistent.
- Be appropriate to the level of behaviour exhibited.
- Be imposed in a firm, yet respectful way.
- Communicate that the behaviour is unacceptable (not the child).

7.1. Behaviour procedures

If behaviour is not appropriate, the following will happen:

Stage 1: Remind child of appropriate behaviour.

Stage 2: If inappropriate behaviour continues, give an appropriate sanction.

If they continue low level offences (see table), reminder of what they should be doing with further sanction

Stage 3: Works in a colleague's room for a limited period. Teacher records behaviours. May choose to inform parent.

Stage 4: If the behaviour continues the pupil is sent to Head Teacher.

Parents/carers are sent for immediately to attend a meeting with the Head Teacher.

Feedback following consultation is given to the class teacher.

7.2. Table 1: Categories of behaviours

<p>Low level</p>	<p>Behaviour that is stopping yourself learning.</p>	<p>Deliberately arriving late to class. Spitting. Answering back. Calling out. Inappropriate voice tone, body language or language. Chewing gum, Littering. Rocking on chairs Not taking coat off. Wearing or bringing in banned items. Running on stairs. Not following adult instructions. Work avoidance Talking inappropriately. Not settling to work.</p>
<p></p>	<p>Behaviour that stops other children learning and being safe.</p>	<p><u>Physical abuse.</u> Deliberate but not severe (pulling hair, poking, spitting on others, pushing & tripping, aggressive playground behaviour/attacks (punching, kicking, hurting or threatening behaviour). <u>Verbal abuse</u> – Deliberate swearing, racism, sexism & offensive name-calling, harassment, laughing at, open rudeness, provoking or victimising others. Throwing objects (stones, water bombs & other missiles). Stopping other peoples games Touching, interfering, or arguing with others. Noises and attention seeking. Repeatedly breaking school rules, Deliberate & repeated refusal to comply with adult requests, Arguing back, Lying, Rude gestures, Repeated and deliberate shouting/calling out, Minor deliberate vandalism of property or misuse of resources e.g. scissors, Minor theft When asked to go to another class during lesson, disrupts other classes or runs around the playground during class time. Hiding. Stampeding.</p>
<p></p>	<p>For excludable offences.</p>	<p>Extreme repeated & deliberately offensive verbal abuse, harassment or bullying. Physical assault; Aggressive outbursts and or fighting maybe involving injuring another child, or an adult; Severe constant disruption, complete defiance, Major vandalism; Major/significant theft; Behaviour that puts the child and/or others at risk; Bringing in or using offensive weapon.</p>

7.3. Clear and consistent use of rules

Code of Conduct is:

Be kind and helpful.

Play fairly and happily together.

Always listen (*and follow instructions*) to all adults.

Share with people.

Line up safely and quietly.

These rules are applicable for the whole school environment (playground, lunch hall and corridors)

Rules

- Every class needs to devise their own rules based on the school code of conduct.
- Rules need to be concise and clear (positive language and up to 4 rules).
- Display rules, consequences and motivators hierarchy in a conspicuous area
- Refer the class to the rules regularly.
- Discuss class rules in phase teams to encourage general consistency between classes
- Review as appropriate.

7.4. Repeated or Persistent Misbehaviour

We need to be aware that there are experiences in school that can trigger off pupil patterns of behaviour. These triggers may relate to learning, peers, adults/authority or organisations.

By recording inappropriate behaviours, we can

- Increase our awareness.
- Recognise potentially disruptive situations and,
- Attempt to minimise them.

e.g. Some pupils may be unable to co-operate in a group situation for very long and they would require close observation/grater input.

At the end of term, teachers should examine children's behaviour records.

If a child regularly behaves inappropriately this should be highlighted to the child in a pastoral meeting. The Parents should also be informed of this information.

If a pattern is detected the Inclusion Manager/Head Teacher should be informed to determine if extra support is needed for the child.

7.5. Senior Leadership Team team call out

If a major incident occurs or if a pupil disrupting a lesson will not leave to go to a 'buddy teacher' room, the teacher can call for a member of the senior leadership team. If they are not available, the child's parents will need to be called to come and collect their child.

Calling for the SLT is a last resort and should be used if:

- The situation cannot be resolved
- The pupil is causing major problems (red slip behaviours)
- Following a call out the SLT will feedback actions taken and further actions required by the teacher.
- Send a responsible pupil

By reducing the number of call outs, the SLT will try to make their roll less reactive and more proactive.

This process will be reviewed by the SLT on a termly basis to check its efficiency.

In support of staff, any adult moving around the building should:

- Ensure pupils move quickly to the right place if moving throughout the school.
- Challenge any pupil out of lessons. No pupils should be sent out of lessons without permission to leave.

7.6. Independent children

- **Children should be encouraged to take responsibility for sorting** out their own conflicts.
- Adults must take the responsibility for teaching and modelling strategies.
- Adults can follow-up and monitor the children's strategies.
- Where a conflict cannot be resolved by talking, an adult should be informed.

7.7. Strategies For Resolving Conflict - 3 Steps

The others listen with no interruptions

They are encouraged to maintain eye-contact

Each child has a turn to say:

- What the other(s) has/have done to upset them
- How they feel about it
- How they would like them to behave in future

No one is allowed to interrupt or argue

They go on taking turns until everyone has finished

If an adult is there, they are to be a referee, not as part of the discussion. He/she encourages that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate actions.

8. LINK TO OTHER POLICY

Anti-Bullying policy
Physical Intervention and Restraint Policy

9. STAFF DEVELOPMENT AND POLICY DEVELOPMENT

- INSET in relation to the Behaviour Policy.

10. MONITORING PROCEDURES

Items to be monitored	Monitoring tool	Person(s) responsible for Monitoring	Time scale
Attendance	Registers and late book	Administration team.	Termly
Commendation System	Wall Charts/ team points	Teacher	Monitor each week.
Achievement Assemblies	Teacher certificates to Headteacher; Headteacher awards gold star for outstanding work/learning	Teacher	Weekly
Behaviour of specific individuals	Individual Behaviour charts Behaviour Report Form	Teacher	Daily, Weekly & termly.
Internal Exclusions (informal)	Individual Behaviour charts Behaviour Report Form	Teacher	Daily, Weekly & termly.
Fixed Term exclusions	Behaviour Report Form	Headteacher & Inclusion Manager	To be decided at the time
Permanent Exclusions	Behaviour Report Form	Headteacher & Inclusion Manager	Permanent
Senior Leadership Team Call Out	This process will be reviewed at a SLT meeting on a termly basis to check its efficiency.	SLT	Termly

11. SUMMARY STATEMENT

We actively teach social behaviour skills through the use of a variety approaches including circle times. We promote positive behaviours by planning stimulating lessons that are appropriately differentiated. We praise explicitly the behaviours we wish to promote. Prevention is better than cure. We use sanctions as a last resort.

12. CONSULTATION

We will keep this policy under review and consultation children, parents, governors and staff regarding it.

13. APPENDICES

13.1. AGENCIES PROVIDING SUPPORT

- **CAMHS**
- **Educational Psychology Service**
Referral is made through school Inclusion Manager.
- **Early Help**
- **Social Services.**
Referral through the schools Designated Safeguarding Lead
- **Speech and Language Therapy.**
Referral through the schools Inclusion Manager
- **School nurse**
- **Traveller Education Service**
- **Specialist Teaching and Learning Service**
Referrals are made through the Inclusion Manager at LIFT meetings.
- **Kidscape**

13.2 BEHAVIOUR REPORT FORMS

HALSTEAD COMMUNITY PRIMARY SCHOOL



Behaviour Report

Pupil Name:		Class:	
Date of incident:			
Incident (who, what, where, when):			
*Physical [] (eg. Hitting, taking belongings, damaging personal property)	[]	*Verbal [] (eg. Name calling, insulting, making offensive remarks, writing offensive graffiti)	[]
*Indirect [] (eg. Spreading nasty rumours, exclusion from social group)	[]	*Cyber-bullying [] (eg. Bullying by electronic contact, for example, via text message or email)	[]
Other (please detail):			
Any other relevant information (witnesses, immediate action taken):			
Action taken (please circle):			
	Verbal	Written	Telephone
Further information:			
Signature:		Date form completed:	

*: Please tick or cross in the relevant box.

13.3 STRATEGIES TEACHERS CAN USE to motivate good behaviour:-

Teachers can:	Do this by:
Develop good relationships	<ul style="list-style-type: none"> • Children can show other staff members good work. • Give time to talk through problems and investigate incidents • Look and sound as if you like the child. • Showing interest (make time, ask) • Show interest in all children (especially 'invisibles and shy' children) • Catch them being good
Involve children in helping each other	<ul style="list-style-type: none"> • Circles of friends, guardian angels and playground buddies'
Show respect for pupils and expect respect.	<ul style="list-style-type: none"> • Being polite • Insisting on good manners • Value their efforts. • Listen or make time later to listen. • Be fair and seen to be fair. • Be consistent and do what you say (promises and threats).
Act in a calm manner.	<ul style="list-style-type: none"> • Model empathy • Take children away from stressful situations where others are watching (or may escalate). • Anticipating and preventing problems.
Use positive language	<ul style="list-style-type: none"> • Greet pupils (when enter class, taking register and saying goodbye) • Use positive instructions ('walk thank-you' not 'don't run') • Use descriptive & genuine praise. • Use individual quiet close talk where possible when pupils need redirecting. • Use raise voice strategy sparingly. • Complement pupils

We reward pupils for...	Positive Classroom and Playground behaviours children can demonstrate.
The way they treat others	<ul style="list-style-type: none"> • Wait for another to stop speaking before they do. • Taking turns and waiting patiently for their turn. • Sharing • Keeping hands and feet to themselves. • Looking after own and others belongings. • Being polite • Being honest. • Treating other people kindly and with respect
Academic studies	Staying on task and persevering.
Pupil Behaviours	<ul style="list-style-type: none"> • Entering the classroom in a calm and orderly way • Settling straight away • Managing feelings e.g. anger • Respecting and looking after equipment, fences and buildings. • Following rules/code of conduct. • Listen to instructions • Following instructions • Putting hand up • Trying to finish work on time. • Using an appropriate levels of sound and language. • Following the classroom code of conduct
Extra-curricular activities/ Out of school activities	

13.4 ANTI-BULLYING POLICY

If children are bullied it makes them sad and unhappy. It makes them anxious and worried. It makes them feel weak and helpless and takes away confidence and it may stop them from learning and getting a good education.

Staff and children believe that no child in the school should be bullied or bully anyone else. Every person has the right to be safe and happy.

Bullying behaviour is unacceptable and will not be tolerated in the school. See [Anti-bullying Policy](#)

What the school will do in dealing with bullying behaviour

- Encourage children to tell an adult at the school by letting them know that
 - People who bully are sometimes unhappy people and they need to be helped. If you tell your teacher your teacher can also help that person.
 - It is not telling tales to tell someone you are being bullied. It is your right to be happy and free from the fear of bullying at school, at work and in your leisure times.
 - There are many ways of bullying someone - some are easy to see and some are more secretive and, therefore, harder to see.
- Organise class workshops to explore and discuss bullying
- Plan assemblies to talk about bullying
- Provide books and leaflets about bullying
- Help you to become more assertive and speak out
- Support you when you are a victim
- Deal with the person doing the bullying by:-
 - Talking to them (see dealing with conflict)
 - talking to their parents/carers
 - discuss the behaviour in class meetings
 - put the bullies on a Behaviour Report
 - stop playtimes, outings etc
 - exclude them

Some Bullying Behaviours:-

Physical	kicking, punching, hitting, pinching, pushing, tripping people over Threatening gestures Getting too close to someone/invading their space Interfering in someone's game Making someone do something they do not want to do Frightening or terrorising someone Stopping other's learning or listening in class Disrupting lessons so that teacher's cannot teach (bullying Teachers) Intimidating people
Verbal	Name calling Running down people's families Sexist and racist remarks Verbally abusing someone Threatening comments Jeering and teasing Putting someone down by unkind comments Harassing People
indirect	Whispering about someone when they can clearly see you Writing unkind notes or messages about someone Telling stories about someone Telling untruths about someone to get them into trouble Following someone, spying or copying them Stealing or taking someone's possessions Annoying someone deliberately and persistently Bearing a grudge Taking friends away

13.5 PHYSICAL INTERVENTION AND RESTRAINT POLICY

All school staff have undertaken Positive Handling Training. Staff have 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. See Physical Intervention and Restraint Policy.

13.6 STRATEGIES FOR COPING

In order to cope with incidents successfully we must consider the following:

- The teachers first responsibility is to ensure the safety of the other children
- The teacher should be given time to reflect on what has happened.
- There must be time to meet with the Headteacher to reach an agreement about the outcome of the incident.
- An opportunity to give feedback (any resulting outcomes) to the other children who may have witnessed the incident.

As a staff we have identified several examples of inappropriate behaviour that may occur:

13.6.1 A Fight

- Separate children
- Disperse crowd
- Deal with any serious injuries
- Remove children from scene
- Send sensible child for help
- Comfort victim, if known
- Leave children alone, but supervised for a cooling off period
- Once calm talk to children separately
- Discuss strategies for coping with differences instead of fighting.
- Refer serious fight to the Head teacher or a member of the management team
- Inform the parents/carers. Refer to table one and flow charts in behaviour policy.

13.6.2 Helping A Child Who Lacks Confidence

- Provide non threatening situations
- Praise and encourage in all situations
- Set differentiated activities that ensure success
- Only give constructive criticism
- Give plenty of reassurance
- Help the child to integrate with the other children both academically and socially

All these ideas should help to raise children's self-esteem and worth.