

BEHAVIOUR POLICY



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DEVELOPING POSITIVE BEHAVIOUR

We want all children and their families to feel welcome and involved at Hazelbury Bryan. We are a hard working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realize his / her full potential in a secure, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened. Because we see education as a partnership between home and school, we have written this policy so that all of us - teachers, parents, carers, pupils, and the governors can work together to improve behaviour, attitude and standards of work. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

This booklet explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong and the liaison needed between home and school if we are to succeed. Parents, children, governors and teachers have all contributed.

We hope you find it useful.

'Love Living, Love Learning'

Mission:

'All working together to create a happy and stimulating learning environment where everyone can develop their full potential'

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum with high expectations, which is planned, purposeful, challenging and inclusive.
- To develop children's self-worth, confidence, understanding and respect for others, working independently and as part of a team.

- To work with parents as partners in the education of their children and to encourage them to be involved in all aspects of school life.
- As a village school maintain and develop links with the community and play a key role within it.
- To celebrate and share success however small both in and out of school.
- To foster understanding of the wider world and their role within it, encouraging imagination and a sense of wonder.
- To create the foundations for a life long love of learning.

Aims for behaviour at Hazelbury Bryan.

1. To teach children to think about their behaviour and to learn self control.
2. To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
3. To teach children politely and fairly so that they learn to be polite and fair.
4. To teach children to respect other people, their property, beliefs and feelings... essentially, to respect difference.
5. To praise and reward good work, behaviour and attitudes. We will always reward improvement.
6. To involve parents in all aspects of school life, including their children's behaviour.

What we expect of children

1. To be polite - to teachers, support staff, other children and visitors - and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk about the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong - not to argue or to get angry with the person sorting it out.
10. To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.

11. To care for the school and its equipment and to report any damage or graffiti they see.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

What children can expect of staff

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.

What children can expect of parent/carers and any other adult on and around school premises

1. To keep them safe both in school and nearby
2. To use appropriate behaviour and language around children
3. To ensure any poor behaviour is addressed and dealt with
2. To be polite and to address them in a reasonable tone of voice.
4. To be as fair and consistent as possible when they have misbehaved.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To be in charge and maintain order so that everyone may benefit from a positive environment.
8. To trust them and to care about them equally.

Hazelbury Bryan School Rules

We have rules to make the school a fair and safe place for all children. We try not to have too many and to explain those we do have to the children. Our school rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well.

We use the 6 golden rules as a whole school and all classes begin the year agreeing a code of conduct for their classroom based on these golden rules.

Our Golden Rules

We are gentle

We work hard

We listen

We are kind and helpful

We look after property

We are honest

One problem that all schools must address is bullying. A good definition of bullying

is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt"

Using this definition any of the following could be bullying if they are carried out **repeatedly**:

- Physical- hitting, kicking, taking possessions
- Verbal- name calling to include racist or homophobic comments, insulting, making offensive remarks,
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

We will not tolerate bullying at Hazelbury Bryan Primary School.

Repeated bullying will be treated very seriously and may result in exclusion.

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to work with you in dealing with the problem keeping communication lines open.

(See School's Anti-bullying policy on the website)

Rules about fighting

1. It is NOT alright to fight.

Fighting is not allowed in school - we ask children to look for an adult before tempers are lost. There should not be ganging up or bullying in the playground. We do not allow play fighting as this can lead to real fights and watching a fight is not alright; it makes things worse.

We have these rules about fighting for a number of reasons;

- We want children to learn to speak up for themselves, to learn how to explain and reason and to understand the consequences of their behaviour.
- We are committed to showing children that there are other ways of resolving arguments and that they must learn to get things in proportion. Hitting someone because they accidentally knock you is not appropriate.
- We want to prevent accidental knocks and petty incidents from becoming major incidents, which can take up valuable teaching time and cause a lot of upset.
- We want children and parents to report conflict to the staff - who are always around. It is not like playing out or in the park. Once we know about something, we can deal fairly with the children involved.

2. Children must not hit back.

- It is wrong to get an older brother or sister or friend to hit someone too.

3. It is alright to tell.

- We are asking everyone in the school community to let us know if they have seen something that concerns them or if they are being upset or bullied. Children must tell an adult so something can be done.

Rewards and Sanctions

Most children at Hazelbury Bryan behave well and respond to positive encouragement.

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.

- ALL staff use praise and positive encouragement wherever possible.
- ALL staff use the same systems of rewards.
- Owls and Kestrels use RAINBOW points to reward good behaviour, excellent work, effort, caring attitudes etc. 10 of these lead to a Rainbow certificate and 7 of these will culminate in a POT OF GOLD AWARD and a book prize.

- Eagles and Hawks use CREDIT POINTS. 10 of these will result in a Merit Award. 10 of these will lead to a Bronze, Silver and finally a Gold Award. These will reward positive behaviour, effort, participation and caring attitudes etc.
- These are all celebrated in weekly achievement assemblies, to which parents are invited.
- At lunchtime our MDAs give out rewards for being polite and helpful.
- Achievements are also recognised through displays and at parent drop ins when parents are invited to share their children's achievements.
- Whole school and individual achievements are celebrated in our entrance hall and through our newsletters and website.

Strategies for dealing with negative behaviours.

We use many different strategies to help get our children back on track. These include:

- Give choices
- Tactically ignore
- Re-direction
- Modelling the desired behaviour
- Praising the children who are getting it right
- As soon as a child follows the desired behaviour after being modelled, praise them.

Occasionally, we have to apply **sanctions** to those pupils who find following the rules difficult.

These sanctions consist of:

- Verbal warning and reminding the child of the acceptable behaviour
- Being moved to a different place in the room.
- 3 strikes warning system used on the board.
- A visual warning system is used with our younger pupils e.g. cloud, smiley faces, traffic lights
- Losing privileges: including part of break or lunchtime or a portion of their golden time.
- Being sent to another class, by previous agreement, for a time-out - specified time
- Writing a letter of apology or making a sorry card.

The following is a list of unacceptable behaviours:

Physical violence

Rudeness to adults and children

Bullying

Stealing

Racial/sexual harassment

Swearing (heard by an adult)

Lying

Defiance towards an adult

Vandalism

Instances of unacceptable behaviour are always taken seriously, dealt with immediately and will be reported to the headteacher and be recorded in the class behavioural log.

The teacher or the headteacher will contact the parents depending on the severity of the behaviour. Any of the above offenses can result in exclusion, following county policy and with reference to the exclusion policy.

Children who we have any concerns about, including behaviour, are recorded and discussed at staff meetings regularly and their progress monitored.

They will have an individual behaviour log.

If the behaviour does not improve, the school will:

- Arrange another meeting with the parents to include the head and class teacher, decide on intervention and support that is necessary, including SEAL, or ELSA and draw up an IBP (Individual Behaviour Plan) if appropriate.
- Seek advice from external agencies; if necessary set up a TAF (Team around the Family) , involve behaviour support and arrange for child to be seen by an educational psychologist if appropriate. A Pastoral support plan will be drawn up, with the objective of avoiding exclusion

If the behaviour still fails to improve the school will

- Review the Plan or IBP and draw up a new one that will include specific targets and sanctions, to be agreed by parents, pupil and staff. If these are not met the resulting sanctions could include
 - Fixed term exclusion
 - Permanent exclusion.

Deliberate physical assault on a member of staff will involve a fixed-term exclusion.

Special Needs

We also take into account the individual needs that a pupil may have when implementing our Behaviour policy. The age and stage of the pupil involved will always guide any sanctions or support that we may try to implement. Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern we will give additional support in school to try to put it right

10 WAYS THAT PARENTS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect - and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps to the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (Book bag, PE and swimming kit etc) and encourage independence.
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights' and a breakfast before school. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your Confidence, support and understanding. Listen to your child. Trust your child But bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards in all that they do and to let them know what is expected of them

Other rules that we ask parents to support

Money should not be brought to school. Except for trips, cake sales etc. If you have to bring money or other valuables, then give them to your teacher.

No toys in school without specific permission.

Younger children may bring toys in for show and tell, or 'board game days' at the end of term.

Hats, hoods and caps may not be worn in class.

No jewellery may be worn, except stud earrings (These should be removed or taped for PE). No make up should be worn or brought to school.

No smoking on the school premises.

Parents are responsible for toddlers and babies while on the premises. They should be supervised at all times

No dogs on the school premises.

Behaviour Policy Amendment in response to Covid 19 (1st June - 24th July 2020)

During these uncertain times due to Covid-19 we have had to amend our Behaviour policy.

Please be aware that the following reasonable adjustments have been made in addition to our Behaviour Policy and will take effect from June 1st 2020 until the end of this academic year

A zero-tolerance approach to any instances of poor behaviour will be in place to support the safety and the learning of all children in school during this time.

If a child intentionally or provocatively displays a behaviour that could put others in the school at risk from Covid-19 they will be instantly sent home and the timing of their return (if appropriate) will need to be discussed and agreed by both parents and the headteacher .

This includes

- Deliberately not following social distancing guidance in school*

- *Accessing out of bounds areas, including those areas of school that will be temporarily prohibited in light of the current circumstances*
- *Not following any rules outlined regarding hygiene practice, sharing of equipment and social interactions in school*
- *Not following designated routes around school*

An individual risk assessment will be made for a child based on the following:

- o If they have an individual behaviour plan that is currently in place*
- o If the school deems it to be necessary due to behaviour of the child prior to lockdown*
- o Any risk assessment will be discussed and agreed with parents/carers*

Any parent and therefore children will be barred if they repeatedly do not exhibit sensible social distancing during the drop off and collection periods, and therefore putting other people at risk?

Parent/Carer agreement

- ✓ We/I have read the school's Behaviour policy and the amendment which will come into effect from the 1st June 2020.*
- ✓ We/I understand that if our son/daughter deliberately breaks any of the guidance described in the amendment, they will be sent home for a given time.*
- ✓ We/I will be fully supportive of these reasonable adjustments.*

Any parent and therefore children will be barred if they repeatedly do not exhibit sensible social distancing during the drop off and collection periods, and therefore putting other people at risk?

Next Review date Sept 2020

