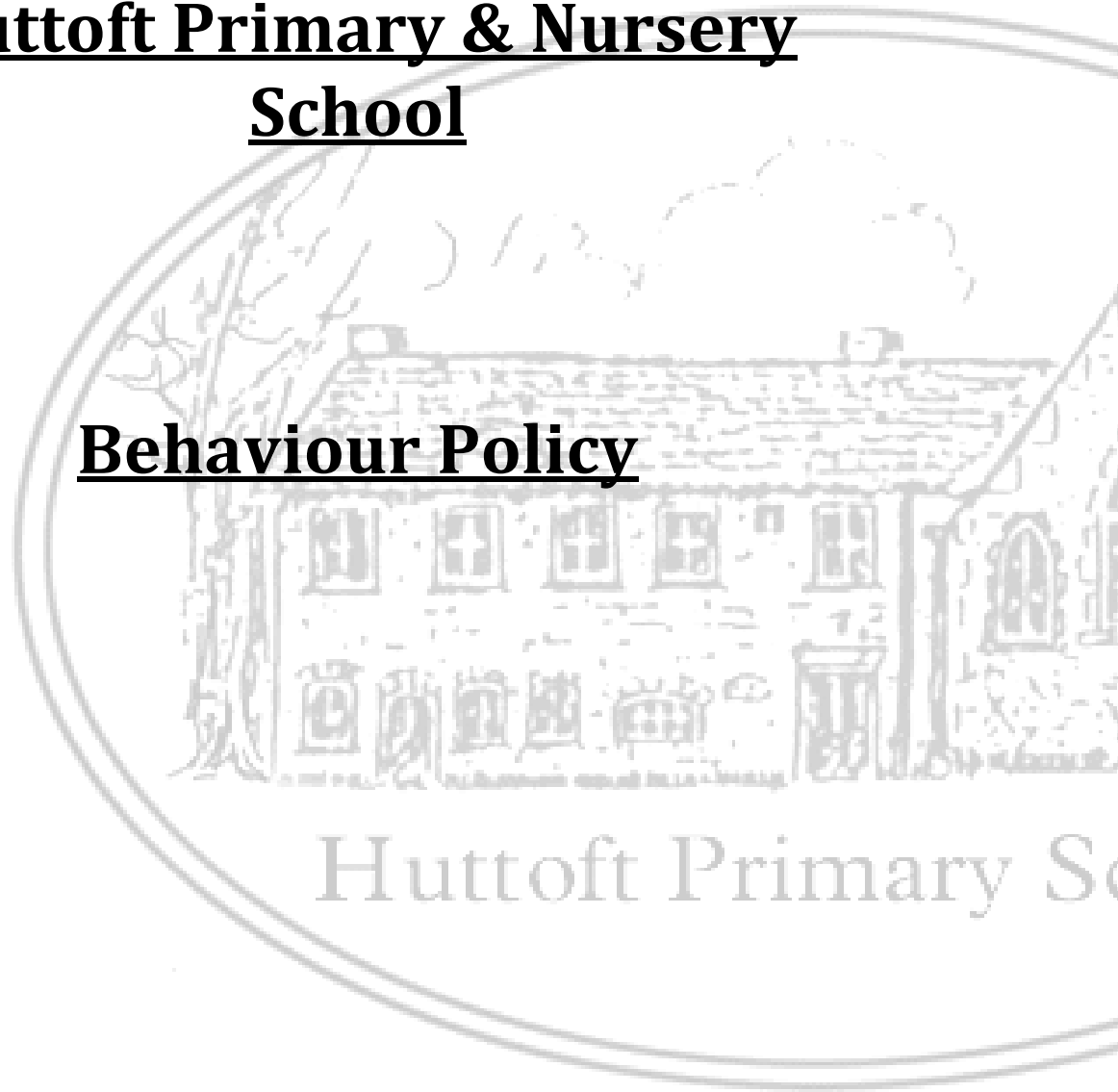


Huttoft Primary & Nursery School

Behaviour Policy



Huttoft Primary School

Huttoft Primary & Nursery School (Academy)

'Building Foundations, Enabling Discovery, Broadening Horizons'

The purpose of this document is to enhance the development of positive relationships between children, teachers, parents and other members of the school community. It should be read in conjunction with our Pupil's Code of Conduct and our Bullying Policy.

All members of our school should be valued and treated with respect. Should it be necessary to remove or calm down a child we use 'positive handling' as a strategy. In Spring 2020 staff received Team Teach training on positive behaviour management.

Our aims are for children to develop self discipline and a desire to display good behaviours. Unacceptable behaviour is followed up by appropriate actions, which are fair, certain and known in advance. All staff follow common procedures when dealing with inappropriate behaviours as detailed under 'Steps for Dealing with Children' presenting behavioural problems. Parents have an essential role to play in the promotion of our aims and if their child's behaviour gives the school cause for concern, their co-operation will be sought.

All staff in Huttoft Primary School has statutory authority to discipline children whose behaviour is unacceptable in school, immediately outside the school and on trips. Staff can confiscate, retain or dispose of children's property and can search, without consent, for illegal drugs, stolen items, cigarette items, fireworks, alcohol, items possibly used to commit an offence, items banned by the school (mobile phones, iPads/iPods/tablets, computer software, gaming equipment) and weapons/knives and pornographic images – these latter items will be handed over to the police. Staff may use force to enable a search for any of these items to go ahead.

Everyone in our school believes that we should be leading, guiding, encouraging, and teaching the children in our care within a framework of **Rules, Rights** and **Responsibilities**. These three strands should work together to create a caring community atmosphere.

Rules

Our rules set reasonable limits to children's behaviour and make expected behaviour clear in advance.

Our school rules are largely concerned with safety.

Children must:

- Behave in a civil and sociable manner – i.e.,
 - not play dangerous or fighting games
 - be polite and considerate at all times
 - not use foul language
 - not physically or verbally abuse
 - put litter in bins

- only leave the school with the Headteacher's permission
- always walk inside the school building
- not eat sweets or gum in school
- not wear non-school badges (with the exception of on their birthday)
- not wear rings, medallions or earrings (other than studs or sleepers)

- keep fire exit steps and routes clear

Some rules are between each teacher and his/her class. These rules are therefore likely to change annually – or even termly if circumstances demand but are largely concerned with safety, learning, treatment, movement, communication and problem solving.

Rights

Each child has certain rights.

- **A safety right**
The right to be safe and feel safe in the classroom, corridors and playground
- **A learning right –**
The right to learn in a reasonable learning environment without interference
- **A treatment right –**
The right to be treated with dignity, to be treated fairly and as a social equal by other children and adults regardless of religious, cultural, racial and sexual differences.
- **A movement right –**
The right to move around the school and classroom at certain times and in a certain manner
- **A communication right –**
The right to express and to share ideas and opinions and to ask questions
- **A problem solving right –**
The right to expect a settlement of problems and to be able to tell their side of the story in a dispute

Responsibilities

For the rights of learning we encourage our children to have and take on the responsibility of using the school and classroom rules. These include the use of IT.

Each child needs to know that he/she is responsible for the way in which he/she behaves, which we believe leads to developing the child's self discipline.

We all need to care about ourselves, other children, parents, staff, belongings, our school and equipment.

Bullying

This school does not tolerate bullying or harassment. All staff are firmly committed to putting an end to acts of bullying, and a separate policy exists. Firm actions will be taken over bullying if, and when, an incident occurs. (Bullying Policy).

STEPS FOR DEALING WITH CHILDREN PRESENTING WITH BEHAVIOURAL PROBLEMS – SEPTEMBER 2019

Each case of poor behaviour will be treated individually depending on the circumstances and we recognise that children starting at Huttoft Primary School will need to be given time to adapt to new routines, new adults and new classmates. Whole school and classroom routines are structured but flexible and the basic school rules, designed for the safety and happiness of all, are frequently clarified and reinforced. Praise and self discipline are important in the management of behaviour. For the rights of learning we encourage our children to have and take on the responsibility of using the school and classroom rules – this includes the use of IT. Each child needs to know that he/she is responsible for the way in which he/she behaves, which we believe leads to developing the child's self-discipline. We all need to care about ourselves, other children, parents/carers, staff, belongings, equipment and our school.

Step One

In the case of 'low level' negative behaviour (e.g., some defiance, off task, rudeness, lack of co-operation, general causing of interruption to the smooth running of the class (group), the child will be given two choices – i.e., 'You could do this properly or you can do 'that'where 'that' could be: -

- work at a different table
- work with class teacher or teaching assistant
- work in adjoining 'Wet Area' (visible)
- a change of activity

The following sanctions will be outlined as consequences if 'this' or 'that' are rejected:-

Initial Order of Sanctions:

- i. Lose 2 or 5 minutes of playtime
- ii. Lose all playtime
- iii. Lose several playtimes

Sanctions i – iii are usually effective in supporting the individual child and the class as a whole. For YR – Y3 the individual classrooms have their own behaviour systems which work effectively.

- iv. Have to speak to DHT or HT (or for Infants another teacher)
- v. Have to speak with HT

Sending out of the classroom should be a 'last resort' – it only serves to release the child from that lesson. Occasions of 'sending out' must be reported to the DHT or Headteacher.

Parents of repeated offenders at Step One will be informed. This may be the class teacher at routine consultation appointments, or in a quiet area 'after school'. It may be a phone call or quiet word from the Headteacher.

Step Two

If after repeated use of sanctions i – iii and a number of uses of sanctions iv and v, a child or some children are presenting with behaviour difficulties they will be deemed to be at Step Two. The parent will be informed by telephone or in writing. They should be encouraged to visit school to discuss reasons for their child's behaviour and hopefully to

support the staff in whatever action is to be taken to effect changes to the behaviour(s) – this might include loss of privileges/doing an extra ‘job’ as community service.

Examples of the sorts of behaviour at Step Two are: open defiance, repeated disruption in lessons/playtimes, swearing, abusive towards an adult, challenging authority, adopting aggressive postures, picking up objects which could be deemed for use as a weapon.

Logs of behaviour should be kept on My Concerns.

Step Three

If the examples of behaviour at Step Two are being repeated or are escalating to vandalism, shouting, theft, graffiti, hurting self/others, a ‘Behaviour Plan’ specifically designed to modify the behaviour of the child in question is most likely to be introduced. This is directed by the Headteacher and begins with a meeting of relevant staff. A Risk Assessment and adoption of Team Teach methods may form part of the Plan. Emphasis should be placed on self-discipline and on making the child take responsibility for his/her own behaviour. Variations in routines/supervision levels, maybe introduced by the Headteacher. Parental co-operation is expected. If the child is removed from the class and taken to the Headteacher for a period of time this is deemed Internal Isolation details of which must be recorded in the Internal Isolation Book. Should it be necessary to move a child using physical force the parents/carers must be informed and a record made in the Use of Force Book.

At Any Stage

The Headteacher’s Behaviour File contains a wide range of resources and practical strategies that staff can access to support children at each of these steps.

Additionally, if the behaviour of the child is giving serious cause for concern outside agencies should be informed. These services aim to provide a flexible response which meets the needs of the individual school and places emphasis on early identification and on support from within the school. The parents must be informed about proposed involvement with outside agencies. These agencies may include BOSS, EP, EWS, STT, CAMHs, WTT, Paediatrician, EHA.

Recording Incidents

All staff are responsible for recording incidents of behaviour problems onto the online system My Concerns to ensure thorough and consistent record keeping. It is the responsibility of ALL members of staff to ensure that information is uploaded onto My Concerns. A detailed account of the incident and situation should be written with reference to any possible triggers, the time, date and place of the incident and the actions taken as a consequence.

Steps Four and Five

When all other avenues are exhausted, exclusion should be considered and if carried out, follow the school’s Exclusion Procedure. Step Four is Fixed Term Exclusion.

Step Five is Permanent Exclusion. Only the Headteacher (or the acting Headteacher) can exclude. The Chair of Governors will be informed as soon as possible when an exclusion has been made.

PRINCIPLES OF GOOD BEHAVIOUR

The purpose of this document is to enhance the development of positive relationships between children, teachers, parents and other members of the school community. It should be read in conjunction with our Pupil Code of Conduct and our Behaviour Policy.

Everyone in our school believes that we should be leading, guiding, encouraging and teaching the children in our care within a framework of Rules, Rights and Responsibilities. These three strands should work together to create a caring community atmosphere.

At Huttoft Primary School (Academy) we believe that the principles of positive behaviour are an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety.

Positive behaviour is carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement.

We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained.

Through the example which adults who care for them in school and through well developed planned and stimulated learning opportunities, we believe that children can accept learning challenges and develop self discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant

These principles exist to provide a framework for supporting the aims of Huttoft Primary School (Academy) and ensuring the happiness and learning of every individual in our community.

It will do this through:

- encouraging a calm, purposeful and happy atmosphere within school
- helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- encouraging increasing independence and self-discipline so that each child

- learns to accept responsibility for their own behaviour
- a consistent approach to behaviour throughout the school with parental co-operation and involvement
- helping our children develop appropriate self esteem
- encouraging our pupils to co-operate with one another and with the adults in school
- helping create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society
- ensure that everyone is clear about their role when managing a pupil's behaviour
- making the children aware of unacceptable behaviour
- allowing all children equal opportunities to learn
- allowing all adults in school equal opportunities to fulfil their role
- rewarding and encouraging positive behaviour
- using sanctions where appropriate in accordance with this policy
- to develop skills necessary to resolve conflict and differences of opinion with sensitivity
- a consistent approach by the whole school community
- monitoring pupil attendance and taking swift action where necessary
- encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take pride in the school environment
- having a positive and consistent approach to playtimes and lunch times
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well planned, prepared and stimulating
- ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed

COVID 19

Upon full opening of school in September 2020 children are expected to follow additional rules for behaviour to limit the spread of Covid 19.

Children are expected to:

- follow a one way system around school
- stay with children within their 'bubble', as instructed by the teacher
- show consideration for others by following good hygiene practises; washing their hands regularly and when instructed by an adult, catching sneezes in a tissue which is then to be placed straight in the bin and hands to be washed
- socially distance from their supervising adult (where possible) if displaying symptoms during the school day (a loss of smell or taste, a continuous cough or a high temperature)
- tell a member of staff if they are feeling unwell

In line with Government guidance children are not required to wear face masks or shields during the school day and will be asked to remove these by a member of staff.

We recognise that children's behavioural and emotional needs may be greater upon their return to school. We endeavour to take time to listen to children, provide opportunities for talk and focus upon emotional wellbeing and mindfulness. While we

aim to provide a broad and balanced curriculum that identifies and addresses gaps in children's learning we prioritise a child's emotional and physical well-being and adapt accordingly.

