



Behaviour Policy January 2018

Introduction

At Hamsey Community Primary School we believe that:

- Children will be more successful in a school where the expectations of good behaviour are shared by all.
- Children and adults need to feel happy, safe and secure in the school environment;
- Children should have mutual respect for each other and adults.
- Children should be tolerant, caring and courteous.
- Children should respect the school environment and the property of others.

Related Policies

- Anti-bullying policy
- Special Educational Needs policy
- Home School Agreement
- E-safety Policy
- Equality Policies
- School vision, mission statement and ethos statement

Positive Behaviour Management.

Good behaviour is promoted by:

- ❖ PSHE activities and Circle time within class
- ❖ Assemblies
- ❖ Drama and role-play
- ❖ School council discussions
- ❖ Pupil responsibilities
- ❖ Adult role models
- ❖ The giving of positive messages rather than negative messages wherever possible

Rewards

Good behaviour is reinforced, encouraged and rewarded at Hamsey. The school has a range of resources to promote good behaviour:

- Marking policy that recognises good effort
- Positive oral feedback from teachers
- Special responsibilities e.g. Year 6 Prefects
- Good Work Assemblies – termly
- Stickers
- Whole class rewards
- Team points (leading to a team choosing a reward for the whole school to enjoy at the end of a term)
- Golden Table tickets- weekly
- Celebration Assembly certificates - weekly

Behaviour Expectations

Good Behaviour

Children are expected to:

- Show consideration, be thoughtful, polite, and respectful to each other and all adults in the school
- Be good listeners who don't interrupt or talk over others
- Try their best with their work
- Move around school in an orderly manner which keeps everyone safe and does not disturb others.
- Look after their belongings and those of others, including school equipment
- Show courtesy and respect for the school community and visitors at all times.
- Respond to instructions
- Take part in school events
- Be a good 'ambassador' for the school when taking part in activities off the school premises

Poor Behaviour

Behaviour considered to be unacceptable includes:

- Interrupting or inappropriate calling out;
- Being deliberately rude to adults or other children;
- Giving verbal abuse/bad language
- Distracting others;
- Acting selfishly and /or showing attention-seeking behaviour;
- Having inappropriate physical contact ranging from minor (poking, nudging etc.) to major (punching, kicking);
- Telling tales as a way of undermining others;
- Showing meanness (e.g. ostracising others, whispering campaigns, "winding up");
- Challenging adults;
- Displaying a negative attitude to learning or to school life;

Partnership with Parents and Carers

As a school we encourage staff and parents/carers to work together to encourage all children at Hamsey School to be happy and well-behaved. Where appropriate we involve and consult with parents/carers in discussions over their children's behaviour in school. We encourage parents/carers to let us know of any factors at home that might have an impact on a child's behaviour at school (e.g. separation of parents, bereavement, house move, redundancy or financial pressure).

What should parents/carers do if they have concerns about behaviour issues?

As with all aspects of the children's education and welfare at school, parents/carers who are concerned about any aspect of behaviour (from their children or others) are encouraged to follow these guidelines:

- Speak to the class teacher as soon as they are aware of the problem - class teachers are usually available at the end of the school day but appointments can be made at other times, through the school office. In most cases, the class teacher will be able to resolve the matter.
- If the class teacher is not able to resolve the matter, the parent/carer should refer to the Head of School who will review the matter and seek to resolve it at the earliest opportunity.
- If the parent/carer is still dissatisfied a complaint can be made in writing and should be addressed to the Executive Headteacher or Chair of Governors and delivered to the school office.

Parents/carers are respectfully requested not to air grievances in other ways. This could be via the informal discussion of issues at the school gate or through social networking sites or the circulation of texts, particularly when this might involve criticism (directly or indirectly) of named children, school staff or other parents/carers. Every member of the wider school community is entitled to have issues concerning them or complaints about them, dealt with fairly and through the given procedures.

Sanctions

Whilst our first strategy is always positive behaviour management, poor behaviour will result in a sanction relative to the level of the behaviour shown. The strategy is attached to the end of this policy and is intended to be comprehensive. We aim to apply it consistently but it is acknowledged that in any school, situations may arise that require a different course of action. Some sanctions may also be moderated for our very youngest children as appropriate.

Special Educational Needs

The school understands its legal duties under the Equality Act 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils.

Hamsey Primary School Behaviour Strategy
Categories of behaviour and related sanctions

Level	Behaviour	Strategy/sanction
1	<p>Low level poor behaviour requiring informal intervention</p> <p><i>Examples: Inappropriate calling out; attention-seeking behaviour such as distracting others during learning; unacceptable behaviour at play such as deliberately excluding others; exuberant play; deliberate rudeness to other children; running in school buildings and outside passageway; talking in school assembly.</i></p>	<ul style="list-style-type: none"> • Informal strategies e.g. reminder of relevant rules (Class Rules, Friendship Charter). • Name moved on a visual reminder e.g. cloud. • The teacher may also give help on his/her terms e.g. child moved; giving praise for compliance.
2	<p>Continued low level poor behaviour and other poor behaviour requiring a formal sanction</p> <p><i>Examples: repeated examples of behaviour detailed at level 1 after being informally warned; bad language; defacing property; regular calling out in class.</i></p>	<ul style="list-style-type: none"> • A yellow card will be shown to the child. A child who has been shown a yellow card before lunchtime will miss a morning playtime or part of his/her lunch play, Parents/carers will not be informed of yellow card as there is adequate time for restitution within the school day. • If a child is shown a yellow card in the latter stages of lunch break or in the afternoon session, parents/carers will be notified informally via the class teacher upon collection or through a phone call home. This is to ensure there is time for restitution before the following day. • No sanctions will carry over to the following day. • Children who are shown a yellow card will be referred to the Deputy Head of School and recorded in a 'Yellow Card Register'. • If there appears to be a pattern of behaviour emerging, the Head of School will contact parents/carers to discuss ways in which the school can help support the child concerned.

3	<p>Serious poor behaviour</p> <p><i>Examples: repeated examples of behaviour at Level 2; deliberate rudeness to adults; bullying; fighting; hurting others e.g. by hitting, kicking or biting; challenging or refusing to comply with instructions given by adults in the school.</i></p>	<ul style="list-style-type: none"> • A red card can be shown immediately, if a member of staff judges that the child has displayed serious poor behaviour. • A child who has been shown a red card will miss his/her morning break and lunchtime play on that day. He or she will be sent to the Head of School and parents/carers will be informed by a senior member of staff on the day of the incident. • If a child is shown a red card in the latter stages of lunch break or in the afternoon session, parents/carers will be notified by a senior member of staff on the day of the incident. This is to ensure there is time for restitution before the following day. • No sanctions will carry over to the following day. • All incidents at this level will be recorded in the whole school behaviour log. • Cases of bullying will be dealt with in accordance with the school's Anti-Bullying policy.
4	<p>Extremely serious poor behaviour or persistent serious poor behaviour</p> <p><i>Examples: very violent (possibly dangerous) behaviour; extremely abusive language; absconding from school; very serious challenge to the authority of adults in the school; repeated examples of Level 3 behaviour.</i></p>	<ul style="list-style-type: none"> • The child is likely to be externally excluded either for a limited time or, if appropriate, on a permanent basis. Any such exclusion will be in accordance with DfE and LA guidance. • Internal exclusion may be considered in appropriate circumstances. The Executive Head Teacher and/or Head of School, Class Teacher and SENCO will plan a support plan for the child. Parents/carers will normally be invited to take part in this process (at the school's discretion). • Where appropriate a referral will be made to outside agencies for advice and assistance. • Examples of extremely serious behaviour included: very violent (possibly dangerous) behaviour; extremely abusive language; very serious challenge to the authority of the adults in the school

The Use of Force to Control or Restrain Pupils

The school understands that Section 93 of the Education and Inspections Act 2006 makes it clear that all members of school staff 'have a legal power to use reasonable force' in order to prevent a pupil from-or continue-'hurting themselves or others, from damaging property, or from causing disorder'. This also includes preventing a child from committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older). Reasonable force is only considered when members of the school's community are assessed as being at risk or in danger of harming themselves through physical outbursts. Reasonable force is never used as a punishment; it is always unlawful to use force as a punishment.

Gemma Roxburgh

Head of School

Reviewed January 2018

This policy will be reviewed annually