



Behaviour Policy

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School Vision & Values

Vision Statement

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

Foundational Scripture

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values of friendship, thankfulness, hope, unity, compassion, forgiveness, justice, endurance and trust are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

School Values

Our school values are at the heart of our planned curriculum. We aim to provide high quality learning opportunities which help foster these values within children.

Our values are:

Friendship

Thankfulness

Hope

Unity

Compassion

Forgiveness

Justice

Endurance

Trust

At Hoole Church of England Primary School, we aim to help children become:

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;

- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

Statement of Intent

Fundamental to our school ethos as a happy, caring, Christian family that respects the views and actions of children is the promotion of positive behaviour and the achievement of all children in accordance with our school vision and values statement to “Let your light shine.”

Purpose

The purpose of this policy is to create a calm, safe and supportive environment for children to learn in by outlining expectations of behaviour for them. All staff follow the guidance in this policy to structure their interactions with children to ensure they are treated fairly and feel valued.

Our aim is to encourage children to accept responsibility for their own actions. We recognize the vital role our school plays in promoting the spiritual, moral, social, cultural (SMSC) and physical development of children.

To achieve this, we will

- Build a community that values kindness, care, obedience and empathy for others.
- Treat everyone fairly and politely
- Establish procedures and approaches that celebrate and promote positive behavior and support all members of our school family in enjoying life in all its fullness
- Promote the right of all children to feel valued and respected, acknowledging the right of all to feel safe and secure
- Develop a culture that promotes resilience, giving children the skills to manage distractions and persevere when things are difficult
- Build reflectiveness so that children are encouraged to take responsibility for their own actions and consider the consequences of their actions on others
- Encourage positive self-esteem
- Involve all stakeholders in reviewing our policy and school rules
- Support those children who have behavioural difficulties
- Ensure recognised procedures are followed when dealing with persistently inappropriate and unacceptable behaviour
- Ensure staff, governors, children and parents are kept informed of procedures
- Where necessary, liaise with parents and outside agencies.

Roles and Responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Inclusion Leader will be responsible for:

- Collaborating with the governing board, headteacher and as part of the SLT, to determine the strategic development of the behaviour policy and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping relevant leaders up to date with any changes in behaviour..
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Our School Rules

1. Give out good
2. Do the right thing – even when no-one is looking
3. Keep on going

Rewards and Responsibilities

Class teachers from different year groups use a range of rewards for good behavior choices based on their year group characteristics

- Wishing stones – 100 stones earns a 'treat' to be decided upon by the class teacher and/or children (Key Stage 2 children to vote). Wishing stones are not removed once rewarded. NB Reception children start being awarded wishing stones part way through the year.
- Stickers
- Star of the day badges
- Best behaviour buddy badges
- Notes or postcards home sent for praising specific behaviours or attitudes
- Table points and reward
- Weekly honours assemblies
- Commendation in front of peers or to other adults in school
- Special tasks and responsibilities through school

Consequences

Low level misbehaviour in the classroom

- Non-verbal cues
- Verbal reminder of expectations
- Temporarily move child to another seat
- Verbal reminder
- Child misses 5 minutes of playtime

Persistent low-level misbehaviour in the class room from the same group of children / individual

- Verbal reminder of expectations
- Child misses 5 minutes of playtime, increasing to 10 then 15 if misbehaviour continues
- Referral of child to SLT
- Change class seating plan
- Child removed from class to learn in another area / classroom
- Implement Behaviour Achievement Record
- Poor standards when lining up at the end of break / lunchtimes
- Reminders of expectations
- Practice during subsequent breaktime or lunchtime

Movement around school which is disorderly - class level

- Reminders of expectations
- Practice during subsequent breaktime or lunchtime as a class
- Implement line order for movement as a class around school

Movement around school which is disorderly - individual level

- Reminders of expectations
- Practice during subsequent breaktime or lunchtime individually
- Child to be positioned near a role model in the line
- Poor presentation / low motivation with regards to amount / standard of work
- Repeat work to a better standard
- Complete work during break

Lack of motivation with regards to homework, home reading, low engagement with TTRockstars etc

- Make contact with parents
- Homework policy
- Ongoing repeated misbehaviour outside
- Limit playtimes
- Stand with an adult to observe good examples
- Implement Behaviour Achievement Record
- Attend lunch club

Managing Unacceptable Behaviour

We aim to understand the reasons for inappropriate behaviour choices so that we can respond appropriately. Sanctions are applied when appropriate and the child is encouraged to reflect on his or her actions and what he or she could have done differently. Where appropriate, the child is encouraged to restore relationships where possible. All staff are expected to apply the school rules consistently and seek support from the Senior Leadership Team if the approach taken is not effective.

Behaviour which requires planned intervention

Some pupils struggle more with behaviour due to variety of reasons. We work closely with parents/carers to put in place plans to support children. Where a pupil receives additional support to manage their behaviour, regular meetings will be set up with the parent/carer to monitor the behaviour closely. We may involve outside agencies including: CAMHS (Child and Adolescent Mental Health Services); The Educational Psychologist Team; Behaviour Support Team.

Bullying

We have robust anti-bullying procedures as outlined in our Anti-Bullying Policy that is formulated and reviewed regularly with all relevant stakeholders.

Sexual Violence and Sexual Harassment, Child-on-Child Abuse

Keeping children safe in education places a duty on schools and colleges to safeguard the welfare of pupils and provide a safe learning environment. One aspect of safeguarding that schools and colleges must ensure is responding to incidents of bullying and abuse, including sexual violence and harassment that occur between pupils.

“Peer on peer abuse” or “child-on-child abuse is defined as the bullying, abuse or exploitation of a young person by peers of a similar age where the children involved are both under 18. It can take many forms, such as bullying and sexual harassment, and can take place online or in the real world.

We recognise that sexual violence and sexual abuse can happen anywhere. Any concerns or reports that such violence or harassment has occurred – either in school or outside of school are to be reported immediately to the Designated Safeguarding Lead using CPOMS. The school has a zero-tolerance approach to any such behaviour. Staff are expected to respond appropriately to challenge any inappropriate or discriminatory language. Any reports or concerns are then assessed and actioned, involving the relevant agencies as appropriate in line with relevant policies including Safeguarding Policy and Sexual Violence and Sexual Harassment Child-on-Child abuse Policy. We strive to create a culture where children feel safe, teaching children about healthy relationships through our RSE curriculum as well as through collective worship and teaching children about online safety. Children learn how to keep themselves and others safe and how to report any concerns they have.

Children with Social, Emotional and Mental Health (SEMH) Needs

In consultation with staff and parents, children with SEMH needs will have a Child Profile or personalised plan completed which outlines the expectations of the child and how he or she will be supported. We use a range of strategies to support children with significant behavioural difficulties including

- Observations by staff or other professionals
- Regular communication with parents through discussions in school, on the phone or email
- Support from the Inclusion Team including nurture activities, mentoring, ELSA interventions, lunchtime clubs

Involvement of External Support Services

The school will follow the Local Authority's "Behaviour Pathway", consulting with appropriate agencies, if appropriate, such as the School Health Service (School Nurse), Paediatrician, Education Welfare (EWO), Educational Psychologist (EP), GP, i-ART Team (Social Care), Police, Child and Adolescent Mental Health Service (CAMHS), Speech and Language (SALT).

Should school require the involvement of an external advisor, consent will be sought from the child's parents, who will be kept informed and supported to understand the reasons for this support.

Tracking Behaviour

Low level concerns are monitored by the class teaching team and are referred to senior staff as appropriate. Where concerns persist, a behavior monitoring record may be implemented to support the child in making positive behaviour choices linked to specific personalised targets.

Significant behaviour concerns or incidents are recorded on our electronic monitoring system CPOMS.

If the behaviour pathway is instigated for a pupil, their behaviour will be monitored through appropriate systems including behavior monitoring records, tally grids and ABCD charts.

Reporting and Evaluating

Records maintained will enable us to regularly monitor behaviour trends through school.

Incidents recorded on CPOMS are reviewed regularly by the Senior Leadership Team / Inclusion Team to monitor patterns, key concerns and to identify specific children or groups needing more support.

Behaviour Achievement Records are reviewed regularly by senior staff in conjunction with the class teaching team.

Significant incidents or concerns must be recorded on CPOMS within 24 hours of the incident or concern being raised and relevant actions recorded.

A record of bullying, cultural, homophobic or racial incidents is maintained by the Headteacher.

The Headteacher will report to governors any exclusions or ongoing behaviour issues via the Headteacher's report to governors.

Violent Behaviour in School

Our first duty is a duty of care. Participants must be separated as quickly as possible with due consideration to safeguard all concerned. Separation by physical means must be a last resort act to prevent injury. Where there is evidence that a child has been physically assaulted or verbally abused, the Headteacher may initiate exclusion procedures in line with the school Exclusions Policy.

Medical attention to the injured persons will have priority. In the case of an injury, the parents / carers / next of kin of the person should be informed immediately of

1. The incident
2. Any first aid administered
3. Where relevant, which hospital the person has been taken to

The details of the incident will be recorded on CPOMS and on First Aid forms (where necessary). Parents will also be notified as soon as possible. All parties will then discuss the incident/problem and look for solutions. The school will endeavour to support the child and parents/carers. In return we expect the support of the parents/carers and the pupil for any action that may be required. If an exclusion is required, all procedures outlined by the local authority will be followed.

Physical restraint

It is unusual for the school staff to make use of physical intervention. However, all members of school staff may have to use reasonable physical contact and reasonable force to control, restrain, or direct pupils to protect those pupils from hurting themselves, hurting others or damaging school property. The school works in line with the DfE guidance published in 2012 on 'Use of Reasonable Force'.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is either used to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injury.
- We have members of staff who are qualified in Team Teach (recommended by the local authority). We re-evaluate the need for training annually.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder,
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Schools CANNOT use force as a punishment – it is unlawful to use force as a punishment.

Screening, confiscation and searching pupils

It is not usual for staff to need to search or screen pupils. The Headteacher and teaching staff have the right to search any pupils' belongings if they have reasonable grounds to believe they are hiding any items which should be confiscated since they are harmful or inappropriate. This includes School works in line with DfE guidance published in 2022 'Screening, Searching and Confiscation.'

Monitoring and Evaluation

Monitoring of the consistent implementation of this policy is undertaken by the Headteacher / Deputy Headteacher on a regular basis.

Policy Review

This policy will be reviewed annually. The next scheduled review is in September 2024.

Appendix 1

Behaviour achievement records

Where we feel a child needs additional support to regulate specific behaviours within the classroom or beyond, a Behaviour Achievement Record (BAR) may be implemented. This is a short-term intervention to identify and celebrate positive behaviour choices. Teachers who feel a particular child needs a BAR may discuss this with the Learning Mentor, Inclusion Leader or SLT.

Implementing a Behaviour Achievement Record

The process for implementation must be followed to ensure that there is a joined up and cohesive approach with school, parents/carers and the child working in partnership to recognise, celebrate and reward positive behaviour.

If a BAR is to be implemented:

1. Targets are formulated relating to specific behaviours which need to be modified. Avoid vague targets like 'kind hands and feet.' Targets should be clear and specific (i.e., to stay in my seat during lessons).
2. Determine length of time BAR will apply for – this should usually be a short-term measure (2/3 weeks)
3. Targets are agreed with child. There is a discussion about what happens if they achieve their targets. This will be child-centred. Rewards may happen on a session by session, daily or weekly basis depending on need, age and stage of the child.
4. BAR Targets are discussed with parent/carer by teacher. Agree with parent/carer that a copy of the page or the book will be sent home at the end of the day so that the family can celebrate positive choices.
5. BAR signed by parents/carers, class teacher, child and Headteacher.
6. Class teacher informs staff working with the class such as Forest School Lead, PE Coach about the BAR so its use is consistent by all staff.
7. BAR implemented.
8. BAR is reviewed on a regular basis by SLT or Learning Mentor.
9. Review BAR at end of initial period in consultation with parents/carers, the child and relevant staff.