

# Behaviour Policy

## Hawthorn Primary School



<b>Approved by:</b>	Safeguarding Committee	<b>Date:</b> 27 November 2018
<b>Last reviewed on:</b>	12 <sup>th</sup> October 2017	
<b>Next review due by:</b>	27 <sup>th</sup> November 2018	

# School Behaviour

## Rationale

The Education Act 2010, states that schools have a legal duty to safeguard pupils and to meet the needs of all pupils.

At Hawthorn we believe that there is a fundamental link between high quality teaching, effective learning and good behaviour. We believe that all our children have the right to work and to learn in a safe environment, secure and free from disruption.

## Principles

Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

At Hawthorn we believe that we provide a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

We believe -

- pupils learn best in a **safe and structured environment**.
- **high quality teaching** and a **positive learning culture** supports pupil engagement and positive behaviour
- all forms of **bullying are unacceptable**, including those on the grounds of race, gender, sexuality or disability.
- all members of the **school community**, the school environment, and each other's property deserve and expect to be treated with **respect**.
- pupils are **rewarded** in a measured and meaningful way for positive and cooperative behaviour.
- we encourage our pupils to take on **responsibilities** and leadership roles to help raise self-confidence, self-esteem and promote independence.
- **equal opportunities** and **equal rights** should be exercised at all times.

## Aims

We aim to –

- ensure pupils will learn to manage their own behaviour.
- promote core values, which include fundamental British values
- promote amongst pupils, staff and parents joint ownership and a feeling of pride in our school. [1] [SEP]
- encourage, support, celebrate and reward good behaviour, progress and achievement, through defining what is acceptable and what is unacceptable behaviour.
- promote raised levels of achievement and progress by offering the best guidance, challenge and support to ensure they are able to take full advantage of the opportunities for learning now and in the next phase of their education.
- promote and model highest standards of behaviour through developing in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- build and support the self-esteem of our pupils, through caring relationships.
- value the rights of the individual through creating an empathetic environment in which children feel safe, happy, secure and respected and where they feel confident of their right to be treated fairly.
- encourage and be seen to encourage the development of good behaviour and positive relationships.
- ensure that our behaviour strategies and expectations are clear, communicated and widely understood by all - parents/carers, pupils and staff - and that all stakeholders can contribute to those expectations and strategies on a planned basis.

- promote positive attitudes in pupils towards behaviour, learning and progress.

When we see behaviour that needs to be challenged, we -

- demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated
- outline the consequences of poor behaviour, including poor behaviour off-site
- handle misbehaviour quickly, using a range of strategies, so that pupils are in no doubt why they are being disciplined/sanctioned. <sup>[L]</sup><sub>[SEP]</sub>

### **Guidelines / Roles – an overview**

The success of work around behaviour depends upon all those involved in the school working together in partnership – the pupils, Governors, parents and all staff, including lunchtime support staff. Behaviour cannot be seen in isolation as it draws together issues from Hawthorn's extended community, as well as the daily interaction of pupils and staff in school, as well as attendance and preparedness for learning.

- Communication within the school is central to managing all aspects of school life – and managing behaviour is a core aspect of this.
- The Headteacher is ultimately responsible for the implementation of this policy although all staff will be expected to play a part in its success; regular training is provided to support this.
- Head Teacher and other Senior leaders must be consulted about issues with a pupil's behaviour.
- Behaviour will be taught as part of the curriculum and be modelled by all staff at all times.
- This Policy will form part of the information for new parents and the teacher's handbook for all new staff.
- Clear behavior for learning expectations have been set out in conjunction with the school council. Reward systems in class (learning points) and throughout the school (including star of the week assemblies) will focus both on behaviour and academic achievement.
- Exclusion will be an absolute last resort for serious or violent behaviour.
- Multi-agency working will be at the core of all behaviour management issues. The school will work with a range of other professionals in the area to help families (eg. Educational Psychology Service; Children's Social Care; Kalmer Counselling)
- All incidents of bullying whether physical, verbal or indirect will be dealt with promptly and thoroughly inline with our Anti-Bullying Policy.

### **Managing behaviour within school**

All staff consistently reinforce positive behaviours and any issues are resolved quickly and appropriately including support with conflict resolution – recorded on CPOMS system. Parents are always informed where necessary with discussions and actions recorded. Children with SEND need individual approaches to behaviour management whilst maintaining high expectations that they will follow the school and classroom expectations. Behaviour plans will be drawn up for children with more complex needs and who may require support from outside agencies.

Strategies to discourage and stop unwanted behaviour within the classroom include:

- Early intervention, including non-verbal signals, tactical ignoring, reminders about school expectations.
- Consequences, including missing break times, working with a member of SLT.
- Discussions with parents and SLT regarding acceptable behavior and school expectations. <sup>[L]</sup><sub>[SEP]</sub>

### **The role of Parents/carers**

- Parents/carers will be encouraged to become equal partners in behaviour management and will be given the support they need. We may use “Home/School Books” to communicate with parents on a daily basis.
- Parents/carers (and visitors to school) are also expected to uphold the high standards of behaviour when they are in and around school.

### **The Role of Pupils**

Each class negotiates a contract that is displayed in the classroom that pupils can be reminded of when required. This is an agreed code of conduct that links to the whole school expectations.

Pupils are encouraged to become involved as part of our School Council, as a Buddy or as a Playground leader. These groups reinforce school behavior expectations and are good role models for all children.

### **The role of the Governing Body**

- Governors value and have a clear understanding of the behaviour policy within school.
- AT subcommittee level, Governors review exclusions data, staff CPD, referrals to external agencies for support and serious incidents and allegations.

### **Those requiring extra support**

- Staff are aware that some groups within school may either have difficulties with behaviour management or may be vulnerable to negative behaviours due to additional needs. Children are taught about tolerance and acceptance of others and any incidents of negative behaviour towards a child is dealt with swiftly by a member of staff. <sup>[SEP]</sup>
- At Hawthorn the small minority that disrupt their own and other's learning through their inappropriate behaviour are treated as individuals and have specific Behaviour Management Plans tailored to their needs. These Plans are shared with all staff and shared and negotiated with the child, parents/carer.
- The ARC (Additionally Resourced Centre) is a unit within school for pupils with SEMH, and will be used as a resource for the whole school; when appropriate, pupils within the ARC will be integrated into the life of the main school.

### **Allegations against members of staff**

Any allegations of abuse, against a member of staff, are dealt with extremely seriously (see related documents on safeguarding and child protection). During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated. Exclusion will not be used as an automatic response, when an allegation has been reported.

### **Exclusions**

At Hawthorn we are committed to the principles of inclusion and work extremely hard to be an 'inclusive school'. However, there are occasions when pupils, in order that their ultimate inclusion may be assured, are excluded from school. The decision to exclude for a fixed term or permanently is the Headteacher's. In the case of serious one-off incidents exclusions could be considered. Parents have the right to make representations to the governing body about an exclusion, and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeals panel. The school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.