Hemingbrough CP School

BEHAVIOUR MANAGEMENT POLICY

Document Status			
Date of Next Review	Nov 2019	**Responsibility**	*Policy Committee*
Date of Policy Adoption by Governing Body **Nov 2017**		**Signed Sarah Chappell** **Headteacher** **Signed Ruth Waters** **Chair of Governors**	

We aim for Hemingbrough CP School to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as and acceptance of responsibility for their own actions.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of awards and sanctions
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

At Hemingbrough CP School we

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- Take a personal interest in the progress and welfare of every child
- Expect all staff to take responsibility for promoting good behaviour at all times
- Expect all staff and visitors to the school to act as positive role models

- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child
- Always take unacceptable behaviour seriously
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- Seek to identify and address any persistent difficulties
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any undesirable events on the previous day
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support

The School Charter
At Hemingbrough CP School we develop with the children and staff a charter designed for everyone to follow . We develop our school charter each new year – with children and staff. The charter is designed for everyone to follow.

The Charter is displayed in every classroom and around the school. Children are regularly reminded about the charter and their agreement to follow it.

Roles and Responsibilities
At Hemingbrough CP School, we believe all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff:

- Class teachers endeavour to ensure that their children behave wel at all times, following the Golden Rules, even when they are not present.
- Teachers contribute to the open door policy for parents to deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the leadership team.
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above.
- The headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents

- Parents have a vital role in promoting good behaviour in school and so effective in home/school liaison is very important. It is important teachers can gain full support of parents when dealing with any child's behaviour as documented in the **home/school agreement**
- We expect parents to behave in a reasonable and civil matter towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the headteacher, who will take appropriate action.

- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher or Headteacher
- The Governing Body has the responsibly of setting down general guidelines on standards of behaviour and of reviewing effectiveness of the policy.
- The Governors support the headteacher in carrying out the policy.

Hemingbrough CP's Behaviour Policy
Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between and a positive attitude towards rewards and sanctions to encourage good behaviour which is clearly explained in our school behaviour policy.

PSHCE AND School Council
Each class has time for PSHCE (Personal, Social, Health and Citizenship Education). During these sessions we follow the Primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each class has class representatives on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

Supporting children with additional needs
Any child, at any time during their schooling could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children include:

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Headteacher
- Work suitably differentiated to match the child's needs
- Providing additional support in liaison with the SENCo
- Involving external agencies
- Implementation of a behaviour plan
- Investigating options for alternative provision (dependent upon criteria, availability etc.)

Any approaches used will be reviewed regularly and adapted as necessary.

Bullying
Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the schools Anti-Bullying Policy.

Attendance
Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary

Racial Harassment
All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practises are unacceptable and will not be tolerated.

In the Playground
At lunchtime and playtimes, our staff's main purpose is to keep our children safe.

- For any unacceptable behaviours the lunchtime staff may refer to the Senior Midday Supervisor or Senior Leadership Team.

Resolving Problems
Being fair is of upmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible.

Incidents, where necessary, will be dealt with following these principles:

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused
- Agreeing a range of action-in conjunction with all those involved – which will be monitored over an agreed period of time.

Use of Physical Intervention
At Hemingbrough CP School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children the restrictive physical intervention may be needed (see Use of force to restrain or control pupils Policy)

Exclusion
In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in his/he absence, a designated representative, normally the Assistant Headteacher.

Where exclusion is used the school conforms to the NYCC and DfE guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Behaviour beyond the school gate
Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussion for the orderly running of the school.

Hemingbrough CP School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will

always cooperate with the Police in any investigation of incidents which are thought to involve Hemingbrough CP school children.

Allegations
Any allegation of misconduct against a member of staff will be taken seriously and referred to the LA Officer and dealt with using NYCC procedure (see Appendix 3 for further information)

Success Criteria
We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school.
- All children, staff, parents/carers and all associated adults know and understand the Golden Rules and adhere to them.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff,

Communicating the Behaviour Policy
The Behaviour Policy is circulated to parents (in summary form) and staff and discussed with the children at least annually. It is available on the school's website and from the Admin Office in paper form, on request. Any parent wishing to see the full policy can request it from the Admin Office.

Staff Training
The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Strategies for children in transition
New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the School Charter and are aware of the systems for rewards and sanctions.

Monitoring and Review
The success of the school's Behaviour Management Policy and provision is evaluated through school self evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (included the Headteacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly inclusion review (carried out by inclusion leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Analysis of exclusions data
- Termly monitoring procedures by the Standards committee
- The school development plan (SDP) which is used for planning and monitoring provision within the school

- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Who was consulted?
Governors (see statement of principles – Appendix 4), staff, children and parents were consulted during the development of this policy. Advice was als sought from external professionals from NYCC (Behaviour Support Team)

Linked Polices:
Anti Bullying
PSHCE
Child Protection and Safeguarding
Allegations of Abuse against Teachers and Other Staff
Single Equalities Scheme
SEN
Use of Force for restraint or control of pupil
Home/School Agreement
Complaints Procedure (responding to parents concerns)

Appendix 2

Behaviour Descriptors Grid

This Grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines. Expectations and consequences will be displayed in the classrooms (using age appropriate language)

The Behaviour we expect at …….. School	**Rewards/Recognition**
Children should follow the Golden Rules: • Do be gentle • Do be kind and helpful • Do work hard • Do look after property • Do listen to people • Do be honest	**Good behaviour is predominantly recognised with praise** **It might also be recognised in the following (age appropriate) ways:** **Merits** **Postcards/note home**
Children are expected to: • Be polite, respectful and helpful to everyone • Be co-operative in lessons • Be considerate, caring and compassionate towards others • Be honest and keen to learn • Be a positive representative of the school • Carry out responsibilities reliably • Work hard to manage conflict • Show good sportsmanship • Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc) • Sit sensibly • Be prepared to 'have a go' • Use their initiative in appropriate ways • Be responsible and proactive • Demonstrate excellent behaviour • Try to remain calm and patient even when things are difficult • Give a quick positive response to adults' instructions	**We aim for consistency across year groups where possible/appropriate.** **Some class rewards are earned over a period of time. However once any reward has been given it will not be taken back.**

Unacceptable Behaviour	**Consequences**
• Goading or provoking others and deliberately getting other children into trouble • Teasing and winding other children up • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words, racist language or calling other children names which upset them • Using Social Network sites to abuse, disrespect/bully other children and adults • Disrupting lessons and preventing others from learning • Taking others belongings • Needing a lot of reminders to follow instructions (age/need appropriate) • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bullying • Bringing the school into disrepute	**KS1** 1. Positive reinforcement 2. Warning/choices and consequences 3. Sit away from others 4. Sent to another class (with timer) / phase leader/deputy/headteacher (dependent upon severity of behaviour) for Time Out **Other consequences** • Miss playtime • Parents informed as appropriate • Internal/External exclusion at discretion of headteacher **Putting things right** • Apology (verbal or written) • Complete 4W's sheet – What happened? What rule did you break? Who has been affected? What do you need to do so things can be put right? **KS2** **As above but will be age appropriate**

Dangerous/ Severe behaviour	**Consequences**
Any act which puts other people at risk either physically or emotionally: • Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting) • Violent outbursts of temper in lessons or playground • Swearing directly at members of staff or verbally abusing them • Misusing objects or equipment In ways which put others at risk • Running out of lessons or attempting to leave the premises without permission • Deliberate and serious acts of stealing • Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents) • Wilful damage to property or the work of other children	1. Senior member of staff to be informed and to deal with the incident (restorative approaches to be used) 2. Parents to be notified We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion

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Appendix 3

Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff
- Searches will be carried out of sight of other children
- Suspicion may be aroused
    - As a result of a positive screening
    - Because a child is acting suspiciously
    - Because of something said by the child

- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 4

Statement of Principles as set out by the Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers It should also be in line with DfE statutory and non-statutory guidance.

In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- Be worded so that they can be explained clearly to children of any age and level of attainment;
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- Enhance the safety and welfare of children and staff and their perceptions of safety;
- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- Promote consistency of application and support appropriate continuing professional development for all staff;
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- Be transparent and well focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well matched behavioural support for their individual needs;
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy;
- Be clear on disciplinary powers and actions.