

Personal success for all in a happy, stimulating, caring Christian environment.
Loving. Living. Learning.
Hackforth & Hornby C of E Primary School Behaviour Policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what school believes to be unacceptable behaviour, including bullying.
- Identify expectations for pupil behaviour.
- Outline school's rewards and sanctions.

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in all areas of school between lessons, at break and during lunchtime.
- Non completion of classwork.
- Poor attitudes towards learning.
- Poor attitudes towards peers and staff, including disrespectful language.

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules as outlined in the Pupil Code of Conduct.
- Disruption to learning which endangers our school's healthy, safe and secure learning environment. This includes failing to be courteous to staff and refusing to listen to, and carry out instructions, throughout the school day.
- Intentional physical assault of any kind.
- Any form of bullying.
- Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.

This policy is based on advice from the Department of Education (DfE).

The policy should be read in conjunction with the *Governors' statement of Behaviour Principles*, as published on the school website.

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Serious Misbehaviour (cont'd):

- Vandalism.
- Theft.
- Fighting.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items:
 1. Knives or weapons
 2. Alcohol
 3. Illegal items
 4. Stolen items
 5. Tobacco
 6. Fireworks
 7. Pornographic images
 8. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of any person, including the pupil.

Bullying. Bullying of any kind is unacceptable in our caring, Christian community. We encourage anyone who suspects or knows that bullying is taking place to inform an appropriate adult.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is pre-meditated and usually follows a pattern.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, over a period of time.
- Difficult for victims to defend themselves against.

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Our behaviour policy seeks to provide a clear identification of the potential types of bullying. This will prevent bullying being mistaken for pupils falling out or single incidents where pupils have been unkind to their peers.

Bullying can include:

Type of Bullying	Definition
Emotional	Persistent unfriendliness, regular exclusion, relentlessly tormenting (persistently hiding possessions, persistent threatening gestures).
Physical	Persistently pushing, kicking, hitting, punching or any other use of violence.
Racial	Racial taunts, inappropriate language, graffiti, gestures.
Sexual	Unwanted physical attention, including contact (inappropriate touching). Sexually abusive comments.
Homophobic, Transphobic and Biphobic	Behaviour which is motivated by prejudice against lesbian, gay, bisexual, trans or non-binary (LGBTQ) people.
Direct or indirect verbal	Persistent name-calling, sarcasm, relentless teasing, spreading malicious rumours.
Cyber-Bullying	On line bullying: sending malicious e mails, text messages; placing malicious comments on social networking sites, messaging apps and gaming sites.

Signs of Bullying

Staff are reminded to look for signs of bullying. These may include:

- Low self esteem
- Sudden change in attendance patterns.
- Complaints of being ill.
- Emotional responses, including anxiety, nervousness, tears, loss of control.
- Withdrawn; avoiding friends.
- Lack of concentration; sudden deterioration in standard of work.

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Countering Bullying

The message that bullying is not acceptable is reinforced throughout our school day:

- Collective Worship reiterates the message: "Treat others as you wish to be treated yourself."
- PHSE Discussions
- Circle Time
- Half termly Well-Being Weeks.

Reported incidents are recorded, investigated and dealt with individually, each case is monitored to ensure such behaviour does not reoccur.

3. Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalized approach to the specific behavioural needs of identified pupils (working with the SENCO).
- Recording behaviour incidents, as directed.

When appropriate, the Headteacher will support staff in responding to behaviour incidents.

4. Parents/Carers

Parents/Carers are expected to:

- Support their child/ren in adhering to the Pupil Code of Conduct and the Home-School Partnership Agreement (pupils).
- Support school in following the Home-School Partnership Agreement, including references to social media (parents/carers).
- Inform the school of circumstances that may affect their child/ren's behaviour.
- Make an appointment to discuss any behavioural concerns with the classteacher immediately.

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5. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, support their peers through good behaviour for learning.
- Move quietly around the school.
- Treat school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Our primary principle is: ***Treat others as you wish to be treated.***

Pupils are also reminded to:

- *Listen to each other.*
- *Check they are in the right place at the right time so that they are safe and secure.*
- *Work hard so that they can be proud of themselves, our school and our achievements.*
- *Choose and use words carefully to show respect for each other.*
- *Look after school, making it a positive place to learn.*

6. Rewards and Sanctions

Rewards. Positive behaviour is rewarded with:

- Immediate praise, including written feedback during lessons.
- Stickers.
- Informing parents/carers.
- Pupil of the Week. Cards are sent home by post, celebrating achievements.

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Sanctions. School uses one or more of the following to respond to unacceptable behaviour:

- A verbal reprimand.
- Missing agreed minutes of playtime or lunchtime.
- An expectation that work will be completed at break or lunchtime.
- Referring the pupil to the Headteacher.
- A letter or phone call home.
- Establishing written school-home contact.
- Agreeing a behaviour contract.
- Putting a pupil formally, "On Report".

7. Off-Site Behaviour

Sanctions may be applied when a pupil has misbehaved off-site when representing the school, including school trips and on bus journeys. Staff may choose to complete risk assessments for individual/small groups of pupils, as discussed with the Headteacher.

8. Malicious Allegations Against Staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher (or, in the case of the Headteacher, the Chair of Governors) will take advice from the Local Authority or a teaching union, as appropriate.

9. Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour in the classroom.

Teaching and support staff will:

- Create and maintain a stimulating environment that supports and encourages pupils to be engaged.

Cont'd.....

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- Calmly reinforce the Code of Conduct.
- Develop a positive relationship with pupils:
 1. Greet pupils at the start of lessons.
 2. Establish clear, calm routines.
 3. Communicate and promote high expectations of behaviour.
 4. Use positive reinforcement throughout lessons; conclude lessons positively.
 5. Follow agreed school procedures for dealing with low level disruption.

10. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must always be used as a last resort and:

- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be discussed with parents and recorded formally in incident logs.

11. Confiscation

Any items listed in section 2 (Prohibited Items) found in pupils' possession will be confiscated. **These items will not be returned to pupils.**

Searching, screening and confiscation will be conducted in line with the DfE's current guidance.

12. Pupil Support

School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently,

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our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Our Special Educational Needs Coordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, specialist support and advice will be sought from external agencies to plan and review support on a regular basis.

13. Pupil Transition

Across key stages, staff discuss transition. On transfer to new schools, information on behaviour issues may be shared, as appropriate, with new settings

14. Staff Training

As available, Behaviour Management Training forms part of staff continuing professional development (CPD).

15. Monitoring

The policy is monitored in line with the governors' written statement of behaviour principles, reviewed annually and published on the school website.

The policy will be reviewed and approved by the Headteacher annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion Policy
- Safeguarding Policy

Autumn 2019

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Appendix A: Letters to Parents about Pupil Behaviour – Templates

First Behaviour Letter

Dear Parent,

Recently, _____, has not been behaving well in school.

It is important that your child understands the need to follow our Pupil Code of Conduct; therefore, I would be grateful if you would discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher signature: _____

Class teacher name: _____

Date: _____

Behaviour Letter – Return Slip

Please return this slip to school to confirm you have received this letter.

Thank you.

Name of child:

Parent Signature: _____

Parent Name: _____

Date: _____

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Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of

_____, I am sorry to say that he/she is still

struggling to adhere to our Pupil Code of Conduct.

I would appreciate it if you would make an appointment to meet me/me and the Headteacher after school, so we can discuss a way forward.

Yours sincerely,

Class teacher signature: _____

Class teacher name: _____

Date: _____

If appropriate, this letter may be signed by the Headteacher.

Attendance Return, as Letter 1.

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Third Behaviour Letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

_____ would now benefit from a structured

approach to help improve their behaviour in school.

I would be grateful if you would attend a meeting with the Headteacher, the Special Educational Needs Coordinator and me, as classteacher, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Head teacher signature: _____

Class teacher signature: _____

Headteacher & Classteacher Names: _____

Date: _____

Attendance Return, as Letter 1.

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