



BEHAVIOUR MANAGEMENT POLICY

Including anti-bullying

Date: 10 October 22

Review Date: October 2023

Chair of FGB: Simon Richards

Revision Record

Revision No.	Date issued	Prepared By	Approved By	Comments
1	13.11.20	LN	FGB	Page 1 Added to front page sentence re Covid-19 Page 4 Added sentence at the end of Quality of work section re Covid-19 Page 4 Break and lunch time 5 th line down delete teacher and add staff Page 6 Other ways of supporting section 7 th bullet point add sentence about Covid-19 Page 7 Physical restraint section add sentence re MAYBO Page 8 For assemblies add PE Page 8 Recording behaviour incidents section last three sentences added.
2	07.11.21	LN		Removal of many Covid restriction references Page 7 removal of Maybo training Appendix behaviour mantras added
3				P5 Inclusion of re-exclusion plan Amendment of Inclusion Leader to SENCo P9 rewording of sanctions for the playground P10 addition of policy links Anti – bullying incorporated into the policy: P2 references made to abuse forms in line with the Safeguarding and Child Protection policy Oct 2022 Inclusion Leader amended to SENCo Bullying and Racist Incident Record Form will be reviewed to align with the CPOMs recording review Oct – Dec 2022

RATIONALE

At Haylands our behaviour policy is based on every child's right to learn and every teacher's right to teach.

We encourage children to show, through their actions, that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond appropriately. We believe that good habits in behaviour start early and that this is a partnership between home and school. We also believe that by intervening early in incidences of poor behaviour and reinforcing positive behaviour, we will develop clear high standards and expectations for the school and beyond. Our school values of CARE, RESPECT and COOPERATION underpin all our behaviour expectations.

At Haylands we want learners who show:

Care: demonstrate empathy, kindness, compassion and support

Respect: take responsibility for themselves and others, making good choices, thinking about the needs of others

Co-operation: collaborate and communicated positively, effective teamwork

We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel included and valued within the school. At Haylands Primary School we have a duty to teach and model our values, attitudes and skills which foster mutual respect and caring in our children.

Expectations at Haylands Primary School (Pupil Expectations)

We expect all our pupils to be able to:

- Follow our values, both in school and in their journeys to and from school.
- Show care, respect and consideration.
- Follow what they are asked to do by the adults, first time.
- Remember that when addressed by an adult, they stop, look at the person, listen and answer
- Move quietly and sensibly around the school, not running inside the building.
- Allow others to speak without interruption.
- Take care of their own and school property and value other people's belongings.
- Be on time for a teaching session.
- Display good table manners at lunchtime.
- Use only appropriate language.
- Follow ICT guidelines.
- Engage in appropriate caring play during break times.

Adult expectations

In return the children should expect that **adults** in school will:

- Model our school values on a daily basis.
- Show care, consideration and empathy.
- Use positive reinforcement and look to build self-esteem and promote a growth mindset
- Show a commitment to inclusion and understand the range of additional needs that may impact on behaviour.
- Pre-empt potential behaviour issues before they arise.
- Be proactive on playground duty and throughout the school.
- Listen when children speak to them.
- Give children an opportunity of explaining their actions.
- Be punctual for lessons and duties.
- Ensure work is well matched to children's level of attainment and need.
- Address children by name.
- Regularly discuss and set high expectations for behaviour.
- Deal quickly with low level disruption.
- Regularly discuss behaviour with parents.

We consider that behaviour is unacceptable when:

- Teachers, learning support assistants and lunchtime staff are prevented from carrying out their duties because of a child's behaviour.
- Children are prevented from normal working practices.
- Children are rude and use unacceptable language.
- Children show verbal and physical aggression.
- Children compromise the safety of others

We operate on the language of 'choice' and a child's 'right to learn'.

Noise Levels

Noise levels should be appropriate to the situation. However, the general working level of noise will always be carefully monitored to ensure that learning is at its most effective and that others are not unduly disturbed. Staff will make a clear distinction between when it is acceptable to be talking and when it is imperative to be quiet or actively listening. Class teachers should keep a constant eye on behaviour/noise levels of their class in assemblies and act accordingly.

Quality of Work

Children who in the view of the teacher have not completed a piece of work in school to the expected standard, with reference to the individual child's attainment, will either have to complete the work again or complete the task at play or lunchtimes while under supervision.

Break and Lunchtime

Away from the more rigid structure of the classroom we still need to embed high expectations of behaviour, at break times. Staff on duty must scan the playground and deal quickly and effectively with any emerging behaviour issues. They will pre-empt issues by observing specific children who have demonstrated behaviour issues in the past. Staff will also encourage positive and cooperative play and will inform class teachers if poor behaviour persists. In the event of a serious incident or violent behaviour the staff on duty will contact a member of the SLT. If a child's behaviour is unacceptable during morning or lunch play, then playtimes may be removed for a period of time. A senior leader will be on duty each lunchtime, members of staff on duty can refer any issues to this senior leader. [See Appendix 1 for system]

Communication with home

In the first instance it is the responsibility of the class teacher to maintain contact with parents/carers regarding their child's behaviour. The class teacher will contact the parent if a class remove has been made. (See Appendix 1 system).

Behaviour outside of School

We will monitor and communicate with parents/carers if behaviour outside of school is brought to our attention. Our expectation is for children to uphold our school values outside school.

Off Site Trips

With respect to H&S and risk assessment on external school trips, all avenues should be explored to enable a pupil to access the curricular benefits of a trip. A parent may be asked to support the school by attending with their child, particularly whilst out in public. If during the visit, risks are felt to be too great a call will be made to a senior leader and the pupil will either be brought back to school or collected from the trip site.

Celebration Assembly

Children's achievements in relation to our hand in hand values will be recognised in the celebration assembly. Children may bring in certificates and awards received outside of school (e.g. swimming certificates) to show in assembly.

Levels of Positive Recognition/Sanctions at Haylands Primary School

The following shows the hierarchical system we have in place for positive recognition and sanctions regarding behaviour and attitude in school: [See Appendix 1]

Stage	Positive Recognition	Sanctions	Staff Responsible
1			

	<p>Verbal praise (genuine praise – specific to the child and situation)</p> <p>Class teachers using a class-based systems in order to show recognition for good behaviour such as class Dojo http://www.classdojo.com/en-gb/</p>	<ul style="list-style-type: none"> - R1 First verbal reminder (use ‘thank you’ rather than ‘please’ to imply expectation of compliance). This may include a visual clue for some pupils. - R2 Record, this is when remind has not been sufficient. Children may also be asked to move place in the classroom - R3 Remove to class next door <p>Following a remove, use of agreed text to communicate with parents.</p>	All teachers
2	Celebration Assemblies – Gold Awards given for exceptional effort with our values	<p>If a child has 2 removes in a day this will be followed by Detention at break/lunch play time</p> <p>This will also have a <i>follow up parent telephone call</i></p> <p>Regular removes will initiate an individual behaviour plan drawn up in consultation with parents</p>	Class teachers - referral to SENCo, Assistant HT, Headteacher
3		For persistent removes and disruption, a pre-exclusion plan will be drawn up, targets set and shared with parents and child	Class teachers - referral to SENCo, Assistant HT, Headteacher
4		Internal exclusion followed by a pre-exclusion plan.	Headteacher Assistant HT SENCo
5		Fixed Term Exclusion	Headteacher Assistant HT SENCo
6		Permanent Exclusion	Headteacher

Extreme Behaviour

The above stages are sequential; however, there may be incidents where this process is bypassed e.g. violent attack on another child or member of staff. An exclusion may be immediately considered.

Positive Ways of Supporting Behaviour Management

As a school we will support positive behaviour management through the following activities:

- Clear and consistent positive models of behaviour from all staff including teachers, learning support assistants, midday supervisors, office staff, students and all voluntary workers. We believe that modelling the type of behaviour and attitude that we wish our children to have will allow us to have the very highest expectations that it will be reciprocated.

- We will take our time in the beginning of each new year or term to insist on our behavioural expectations and practice routines with the children.
- Whole school involvement in PSHE activities on a weekly basis where behaviour and expectations are a regular feature.
- Strong partnerships with parents to establish positive behaviour management, with parents clearly and consistently involved in both praise and sanction activities whenever possible.
- The use of positive pupil role models in all year groups.
- A variety of playtime and lunchtime activities to ensure children are engaged in positive behaviour during their free time.
- A School Council to ensure children have an opportunity to help strategically plan for good behaviour.
- Use of internal/external training provision to constantly update all staff skills and knowledge.
- Where pupils are experiencing persistent difficulties in managing their behaviour then the school may draw up an Individual Behaviour Plan (IBP) or explore help from external agencies e.g. Behaviour Support Team.
- A risk assessment may be completed for pupils who pose a risk in school and will be shared with parents and additional services.
- A Pre exclusion plan may be drawn up when children present with behaviours which could lead to exclusion
- A clear anti-bullying policy in place to ensure the safety and happiness of all children.

Using the Feelings, Thoughts and Behaviour model (All behaviour is communication)

Wherever possible, early intervention for unwanted behaviours should always be used. This model supports the psychology of 'why' pupils behave in certain ways. By breaking down the difficulties, pupils begin to take charge of their own behavioural choices. Understanding that emotions and thoughts are drivers for our behaviours (what we say and do) helps to make changes.

The Ready Room

The Ready Room is a provision in school for pupils who have difficulties managing their behaviour or their emotions/feelings. Behaviours may be acting outwards but equally can be self-destructive / inward /withdrawn. It supports children to be ready to learn and is led by the Inclusion leader with the support of the Emotional Needs Assistant. We strongly believe that developmental factors can influence learning and that all behaviour is communication. We will undertake assessments to determine areas of difficulty with target areas to develop. Parents work closely with the team (this is crucial) and is needs- led in many cases. Placement is through referral by Class Teacher, Head Teacher, SENCo, CAMHS (Child and Adolescent Mental Health service) recommendation or Social Services. Parents are always consulted, and difficulties will usually be apparent prior to referral. Sometimes placement may be through an emergency such as bereavement but always with parental knowledge. Support to pupils is also available, through one-off sessions or in-class observations, as well as parenting/behaviour advice for parents.

Provision given in the Ready Room is documented and shared with staff and parents e.g. Anger management strategies or lessons on Self-esteem or bullying.

Special Educational Needs and Disabilities

At Haylands we acknowledge that children with SEND may have requirements that need individual behavioural responses. Haylands are committed to ensuring equal opportunities for all children and consider behavioural difficulties as a form of SEND. Children with behavioural difficulties are discussed by the class teacher/Assistant Headteacher/SENCO and Head Teacher and individual plans are made to meet individual needs in accordance with the SEND code of practice.

Behaviour targets within an Individual Education Plan or an Individual Behaviour Management Plan (depending on the step within the Code of Practice) etc. are drawn up. Targets are set, and strategies discussed to ensure targets are achieved. These are reviewed weekly or half termly as needed. Parents/carers are fully involved, as laid down in the Code of Practice. Targets and strategies are shared with the whole staff so there is a consistent, positive approach.

Behaviour is discussed with parents daily or weekly as appropriate. If a child fails to make significant progress towards meeting his/her targets the Education Psychologist or other agencies will be involved with the parent's agreement. This will be discussed and arranged by the Assistant Headteacher/ Inclusion leader or Headteacher [as appropriate]

Challenging Behaviour

There are times when all members of staff meet challenging behaviour in the classroom even when expectations have been made clear and children are aware of the consequences. It is important that all staff remain calm and do not provoke the situation. All teachers have a range of skills they can use to deal with these situations but will generally follow:

- Avoid making the behaviour the centre of classroom attention and possibly provoking secondary behaviours.
- Speak to the child quietly but firmly to remind them of expectations.
- Ask the child to move or lead them to one side to calm down and use calming strategies provided (e.g. 5 Point Scale).
Call for another member of teaching or non-teaching staff to assist if needed
- Class teacher with SLT support may need to remove pupils or staff from the situation.

Physical Restraint

Children should only be restrained if they are in danger of hurting themselves, hurting others or seriously damaging school property. Wherever possible, children should only be restrained when another adult is present and following agreed procedure.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Serious incidents will be dealt with immediately by a senior member of staff.

Incidents will be recorded on CPOMS [online management system]. This will be rigorous monitoring of incidents and will allow senior staff to see patterns and plan proactively.

The parents will be contacted.

In other cases, the class teacher will report to parents at the end of the day. Improvements will also be reported.

Children whose behaviour often causes difficulties, will be discussed promptly with the Inclusion leader/AHT and Headteacher. A behaviour plan will be put in place and parents involved to develop a child's self-esteem and encourage their emotional growth.

Very serious violent behaviour or a pattern of violent behaviour may result in exclusion from school. This is always a 'last resort'. Often the school will pre-empt this by working with parents, the child and school staff and possibly outside agencies to set a pre-exclusion plan. In the event of an exclusion a post exclusion meeting will take place and a reintegration plan will be drawn up, the content of this will depend on an individual need. [See Exclusion policy]

GUIDANCE FOR EXPECTED BEHAVIOUR DURING THE SCHOOL DAY

Before School

- *The children are encouraged to arrive at their allocated time and enter the classroom calmly, ready to learn. A senior member of staff is always on duty outside of school allowing pupils /parents to approach them to alert them to any potential issues that may be related to feelings and behaviours of others or of their own.*

Movement around the school

Movement around the school should be calm and focused on transition to and from learning spaces. Children should not be out of class with no clear purpose. In the event of a child finding managing the classroom environment difficult, the Inclusion teams should be aware, and a clear plan initiated for what and when the child is doing including who is responsible for ensuring this occurs.

At Playtimes

If a dispute occurs between children, the adult talks quietly to the children involved and helps the children to solve the problem by suggesting strategies that can be used. The adult also ensures the children involved are happy with and understand the solution. Where appropriate incidents should be passed on to the class teacher.

Recording behaviour incidents

Class teachers and or LSA's will record any significant behaviour issues on CPOMS. This also allows more minor incidents to be recorded. CPOMS will be monitored by SENCo and DSL, who will look at any patterns and trends to prevent escalation of incidents.

Monitoring, Evaluation and Review of this Policy

The Governing Body has placed the Behaviour Policy in the cycle of evaluation and review. However, because of its fundamental importance in supporting our drive for ever higher standards, the policy will be reviewed annually and will be brought to the attention of all parents at the beginning of each new school year.

For children to learn acceptable behaviour and meet expectations it is important that we work in partnership with parents and carers.

This policy will be reviewed regularly for its effectiveness by asking the following questions

- Does this policy have clear objectives and do these objectives meet the needs of the pupils?
- How are staff, pupils and parents made aware of the policy and its procedures?
- What is the evidence of its implementation? How is this policy being monitored within the school and who is responsible?
- What works well and what needs improvement – where is the evidence and how do we know?
- What are the outcomes and how does this make things better for our pupils?

Appendix 1

Sanction and Reward

We reward children in the follow ways

Dojos

Dojos can be awarded for the following Values

- Respect
- Care
- Enthusiasm
- Perseverance
- Aspiration
- Independence
- Cooperation
- Imagination
- Home learning

Dojo should be awarded in the value of 1, with merit given when children have received 25 dojos

They are also calculated cumulatively for the class, so a class reward is worked towards.

Dojos should NOT be removed

Sanctions

The 3 R's [Remind, Record, Remove] are used across the school, however as the words are abstract for children in EYFS and KS1, a system of Sunshine for good [everyone on it], white cloud for remind, dark cloud for record, Thundercloud for remove will be used.

Remove should be *to the year group partner class in the first instance. More serious/ repeated removes will be to the Headteacher /SENCo office.* If a child is a regular remove, then they need a specific behaviour plan and a 'behaviour tracker'. Communication will be by text to parents with the following text

'In line with our behaviour policy and for reaching the third stage of sanction, your child was sent to *work in another class/ with an SLT member* due to persistently disturbing learning in the classroom'

If a child has 2 removes in a day, then the consequence will be lunchtime detention with a Senior Leader the next day along with a formal letter home *for meeting* to discuss a behaviour plan. Equally regular removal as noted on CPOM's [more than twice a week] will also result in formal letter procedures.

During the lunch and outdoor play times of the school day, the 3 Rs are exemplified following the Remind, Record and Remove. Any Remove should be reported in the same way as a classroom remove. The text to parents should say:

'In line with our behaviour policy and for reaching the third stage of sanction, your child was removed from the playground due to persistently failing to follow expectations'

Mantras

These support all children to understand the expectations using a common language

- School clap rhythm and return clap for attention to the adult and quiet
- Fantastic walking [children walking in a line quietly]
- Super sitting [children seating quietly and nicely in the hall for lunch and assembly

Anti-bullying

Haylands Primary School is committed to providing a caring, friendly and safe environment in which individuals can grow in confidence without feeling intimidated, distressed or oppressed by the behaviour of others.

Our core Hand in Hand Values promote both Care and Respect.

Bullying definition

Bullying is behaviour that persists over a period of time in being offensive, intimidating, malicious or insulting and which results in the victim feeling undermined, humiliated or physically and/or emotionally hurt.

We aim to address any behaviour that causes distress, by working to create a culture where hurtful behaviour is regarded as unacceptable and so every individual feels a responsibility and has the confidence to talk to adults about any bullying behaviour.

We encourage the whole community, staff, learners, parents, carers and Governors to feel a collective responsibility for this culture and work together in achieving our aim.

We recognise that there can be triggers for people who choose to behave in unpleasant and hurtful ways. These may include appearance, culture, health issues, race, stereotyping and anything relating to the victim that may be regarded as “different” unpleasant behaviour motivated by any of the above is unacceptable.

Unacceptable behaviour includes -

- Verbal attacks - e.g. threats, teasing spreading rumours
- Physical abuse e.g. pushing, kicking, tripping, gesturing
- Emotional pressure e.g. by tormenting, blaming, intimidating, excluding
- Written Abuse - e.g. threatening notes, letters, defacing other people’s belongings.
- Digital Abuse - e.g. email, chat room, texts, social networking
- Racist Abuse – comments, taunts or gestures that are racist
- Homophobic name calling
- Prejudice based abuse
- Child on Child abuse

Further details of the above behaviours can be found in the Safeguarding policy and Child Protection policy.

In line with our behaviour policy, our emphasis is on building good relationships built on care, appreciation, consideration, acceptance, tolerance, empathy and courtesy. We seek to achieve with all -

- All adults acting as role models in caring and supporting those around them.
- All adults pre-empting and alert to the signs of hurtful behaviour, especially at play times, particularly those who may be vulnerable.
- Children having regular opportunities to learn and discuss bullying through the PSHE and Relationships curriculum.
- Children encouraged to report unacceptable behaviour as soon as possible.
- Our Family Liaison Officer identifying those at risk of using unacceptable behaviour and those at risk of becoming victims.

- Our SENCo and class teachers supporting potential victims with opportunities to work on building self-esteem and assertiveness.
- Our open-door policy for parents and carers to drop in or call and discuss any concerns.
- Children as a standing agenda item on each staff Briefing, so all staff are aware of recorded incidents and individuals needing support.
- An online recording system [CPOMs] which allows staff to track patterns of behaviour

We seek to build an open and supportive culture where witnesses and victims feel able to approach adults. All adults will be fully aware of the following procedures in dealing with bullying incidents.

- Reported bullying incident will be treated seriously and sensitively and all will be investigated.
- The adult will listen carefully to any account or disclosure, explaining the appropriate course of action.
- Where the adult has sufficient evidence to confirm a bullying incident then the Headteacher will be informed.
- When bullying is confirmed [e.g. meeting the above criteria repeated here *Bullying is behaviour that persists over a period of time in being offensive, intimidating, malicious or insulting and which results in the victim feeling undermined, humiliated or physically and/or emotionally hurt*]:
A bullying incident form will be completed and recorded on CPOMs outlining the nature of the incident and the follow up for the victim and bully.
- Both the parents/carers of the victim and bully will be informed.
- Sanctions will be identified in the follow up for bully section - this may include loss of morning and lunchtime play; particularly where bullying incidents have happened during playtime.
- Further unpleasant/hurtful behaviour may result in further serious sanctions including the possibility of internal exclusion and the ultimate sanction of a fixed term or permanent exclusion from the school.

The steps to be taken here will reflect the steps outlined in the Behaviour policy: Remind, Record, Remove.

It should be noted that bullying is a negative behaviour communicating an underlying issue which will be followed up by the class teacher and senior staff.

Both the victim and the perpetrator will receive help as a result of the bullying.

Please specify Ethnicity Groups: A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or other ethnic group, F – White Irish Traveller or Gypsy/Roma

Bullying and Racist Incident Record Form							
School Name - Haylands							
Academic Year –		Date of Record -		Racist Incident -		Bullying Incident -	
Incident (Select the option which best fits the situation)							
Type of Incident <i>(Select one option only)</i>	Related to race, religion or culture	Related to special educational needs (SEN) or disabilities	Related to appearance or health conditions	Related to sexual orientation	Related to home circumstances (e.g. young carers, looked after children)	Related to gender or gender identity (sexist, sexual or transphobic)	Other <i>(Please specify within summary of incident field)</i>
Method	Verbal Written derogatory	Physical Use of weapon	Cyber	Homophobic	Abuse of personal property	Racist comments	Incitement of others to behave in a racist way
Location of Incident -							
Date of Incident -			Time of Incident -				
Summary of Incident		<u>Background Information:</u> <u>Nature of Incident:</u> <u>Frequency and Duration of Behaviour:</u>					
Staff Detail							
To whom the incident was reported -					Position		
Pupil Name/s - (involvement - Aggressor, Target, Witness, Participant, Bystander)		Gender - Yr. - Ethnicity - Pupils description of incident -					
Action - Name -		Action – Parents informed - Review date - Outcome of review					

