



## Henry Bloom Noble Primary School Behaviour Policy Jan 2015

This policy sets out the expectations of behaviour at HBN Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

**We are a school, we are here to learn. Everyone has the right to learn.**

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Vision Statement of our school. This policy also links to the school Anti-bullying policy.

### Primary Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourself and others
- To encourage the partnership between home and school

We are a caring and fully inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management (See also Learning and teaching policy)
- Adult role-modelling
- Whole school behaviour management plan and consequence list
- Playtime and lunchtime provision (play bin will be in operation every dry day)
- Personalised programmes/support from outside agencies

### Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution. (See school's display policy)

### Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modeling of good behaviour, positive relationships and dealing with incidents around school.

## **Behaviour Management Plan**

Our behaviour management plan has three key aspects: rules, recognition and consequences.

### **Everyone in our school has the right to.....**

- learn
- be respected
- be safe

### **Therefore everyone is expected to follow these whole school rules:**

- We will always use commonsense, courtesy and consideration
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.
- We will listen and follow adult instructions.

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

### **Recognition**

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both learning and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

1. Praise and positive individual or group recognition
2. Stickers – either worn by child, or collected on work
3. Positive recognition to parents at the end of the session/day when possible/appropriate
4. House points awarded
5. Showing work to another adult/class/Headteacher
6. WoW and JIGSAWARDS certificates are presented in assembly each week, FABS each half term

### **Dealing with unacceptable behaviour**

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour. However extreme behaviour, such as physical aggression towards others, will result in **immediate** removal from the classroom and/or being sent to the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

### **Team Teach**

We pride ourselves at HBN on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated - we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help - this may require physical support from staff to ensure the pupil's own safety, the safety of other pupils and staff or to ensure that property is not seriously damaged.

At HBN, we have adopted the Team Teach approach to manage challenging behaviour. Most of our teaching and non-teaching staff have been trained in the use of this approach. All staff have been trained in de-escalation techniques.

All incidents where children need to be held to help them to calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an individual Behaviour Management Plan that will be discussed with parents and consistently followed

by all school staff. We will also ask parents to share this information with other people/agencies who are supporting your children, e.g. social services, transport, health professionals, etc. If you have any questions about how we manage behaviour at school, or about the Team Teach approach please contact school and speak to the Headteacher.

### **Disruption to Learning Protocol**

On occasion there will be incidents within the school where an individual or group of pupils behaviour results in the disruption of others learning - **this is not acceptable**. Pupils have **rights** and **responsibilities** in respect to learning.

### **Responsibilities need to be learned and practised so that they become habits.**

It is expected that individual teachers will deal with poor behaviour whenever possible. It is recognised that some pupils may present challenges that can not be addressed in the 'usual' way. The majority of pupils in the school need and respond to a consistent approach from all staff members.

If disruptive behaviour occurs the flow chart below outlines action to be taken. At any time during the process if a child chooses to return to their learning they should be encouraged to do so providing that, at the teachers discretion, they are able to.

1. Individual to be reminded about class rules. If the individual returns to their learning no further action.
2. If disruptive behaviour continues - time out will be provided sitting apart from their peers.
3. If disruptive behaviour continues time out will be provided outside the learning environment with a learning task
4. If disruptive behaviour continues the pupils will lose part of their 'free time'. They may be asked to catch up on missed learning or simply reflect on their behaviour. This should be for a small period of time relative to their age. Following this the child should be given the opportunity to carry on with the rest of the day on the understanding that the behaviour improves.
5. If during the following lesson the poor behaviour continues the pupil should be given a further warning which should state the consequences that the child will be sent to the head/deputy and that parents will be contacted and informed of the incident. These incidents will be logged on the school's internal behaviour log. Home/school behaviour books may be considered if no improvement is made.
6. Supporting children to manage consistent poor behaviour will sometimes be necessary. Children will be given realistic targets and additional small group support may be initiated. In some cases a more formal Individual Behaviour Plan will be agreed in consultation with parents and other professionals.
7. Serious breaches of behaviour will result in the child seeing Headteacher immediately.

Persistent disruptive behaviour or extreme behaviour incidents will be reported to the Headteacher/Deputy Headteacher immediately. A phone call will be made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term non formal suspension (marked 'D' in the register), or on rare occasions, may take the form of a formal suspension.

### **Playtimes and Lunchtimes**

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. The 'play bin' is open every lunch time to promote creative play, good communication and teamwork.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points. Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

## **Children's Responsibilities**

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

## **Parents' Responsibilities**

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other. This policy is available to all parents on the school's wiki. Rules, rewards and consequence systems are explained in the school prospectus. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Head may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors. We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with DoEC guidance.

## **Special Educational Needs**

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Education Support Centre or Educational Psychologist.

## **Fixed term and Permanent exclusions**

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 10 days in any school term. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the DoEC and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

## **Recording, monitoring and evaluating behaviour**

All staff keep records of the pupil's behaviour when necessary. Behaviour logs are maintained by the head teacher and deputy headteacher.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents