

HAZELDENE SCHOOL



**BEHAVIOUR MANAGEMENT POLICY
REVIEWED SEPTEMBER 2017**

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED SEPTEMBER 2018

Introduction

This document is a statement of the aims, principles and strategies for behaviour at Hazeldene School.

Purpose of the Policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

OUR AIMS FOR BEHAVIOUR are that all children will:

- learn to be tolerant and understanding
- be considerate of the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment.

We will ensure that everyone understands what is considered to be acceptable behaviour in school and work towards this. A knowledge of and an understanding of the school's Golden Rules, by all, will ensure inclusion for all. Our code of conduct is based on the Golden Rules model (Margaret Goldthorpe and Lucy Nutt) which emphasises a positive approach to behaviour management.

Golden Rules

The school's 8 Golden Rules are:-

- Do be kind and helpful
- Do be honest
- Do listen to people
- Do work hard
- Do look after property
- Do be gentle
- Do be safe
- Do be polite

Principles

EVERY CHILD has the right to learn and no child has the right to disrupt the learning of others.

EVERY CHILD has the right to learn in a safe and secure environment.

THE ESTABLISHMENT OF AN APPROPRIATE ETHOS is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of LA, governors, parents and others in the community.

Responsibilities

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another.

THE LEADERSHIP TEAM (Governors, Head Teacher and senior staff) work towards the school's aims by:

- taking a lead in the establishment of a positive school ethos
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- recording and monitoring attendance and punctuality and responding firmly when either is poor
- recording and reporting incidents of serious misconduct
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

- encouraging community use of school facilities to increase local involvement and commitment.

TEACHERS work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and conduct
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- working collaboratively with a shared philosophy and commonality of practice.

PUPILS work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- contributing to the development of the school's code of behaviour
- conducting themselves in an orderly manner in line with this code
- taking growing responsibility for their environment and for their own learning and conduct.

PARENTS work toward the school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)
- contacting the absence line promptly if their child is unwell
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour

- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children at all times.

Procedures

Strategies for ensuring involvement of all members of the school community include:

- meetings of teaching and non-teaching staff to review behaviour issues
- opportunities for professional development for teachers, classroom assistants, midday supervisors and administrative staff
- Governor training, both centrally provided and in-school
- regular reports to Governing Body Meetings
- Governor monitoring of practice in school

Strategies for the development of good partnership with parents include:

- regular informal contact with teachers who endeavour to be accessible to parents at short notice
- a programme of assemblies and celebrations to which parents are invited
- good communication channels including newsletters from school and Friends of Hazeldene.
- parents' evenings in the Autumn and Spring term plus an end of year report in July
- a programme of open days, productions and Friends of Hazeldene. fund raising events
- an induction programme of visits for children and their parents entering the Nursery and Reception Units
- welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions (such as bathing a baby)
- welcoming other parental contributions such as organising resources, accompanying educational visits, and helping with extra-curricular activities
- a clear policy for children with special needs which involves parents formally (see Special Needs Policy)
- a procedure for the monitoring of homework and parental support with reading, including a reading record booklet in which parents are invited to write comments.

Strategies for providing children with opportunities to discuss appropriate behaviour include:

- opportunities through regular sessions of Circle time designed to promote discussion of issues of concern, leading to an enhancement of mutual respect, self discipline and social responsibility
- the implementation of the SEAL (Social, and Emotional Aspects of Learning) project and materials across the school.
- The implementation of "values" across the school
- The implementation of the School House System
- discussion of school Code of Conduct early each Autumn and reflecting upon individual rights and responsibilities
- a programme of Religious Education which includes ethical and moral issues including work on relationships and feelings
- constant reference to the School Agreements both within classroom and as the regular basis for whole school assemblies
- giving a high profile to the School Council and looking for opportunities to promote the principles of the student voice

Strategies for promoting desirable behaviour include:

- staff acting as positive role models
- staff offering guidance to children including praise and encouragement
- the provision of a curriculum designed to stretch and engage each child
- classroom organisation which facilitates independent working
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups which helps to develop good relationships
- a merit award system involving the distribution of stickers and other rewards for good work and behaviour
- sending children to the Headteacher for stickers for good work and behaviour
- good work and behaviour are celebrated in Fridays Assemblies with the "Stars of the Week:" awarded. The children's names are then displayed on the Stars of the Week Board
- Class Dojos are given as a reward throughout the day. Parents are informed immediately by text if their child has received one.
- House Point tokens awarded to pupils for following the golden rules and our values.
- Weekly breakfast club. Each week, one child from each class who has behaved well/worked hard/thought of others, is chosen by their teacher to attend breakfast club. Certificates are given out to take home.
- Informing parents

Strategies for promoting care of the physical environment include:

- displays of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment the commitment of Friends of Hazeldene. funds to developments to the school environment
- a variety of security measures including key pad entry and alarm systems

Sanctions

We believe that 'good behaviour' should be noticed and commented on, but as a school we are concerned that it is made clear to children that the following are unacceptable in our school:-

- Inappropriate responses to adults e.g. swearing and negative attitudes to instructions and requests.
- Inappropriate responses to peers e.g. either/or verbally or physically.
- Poor work attitudes and habits e.g. inability to remain on task, disrupting group or class activities

Some children's behaviour does not respond to normal incentives and sanctions. They tend to be children with emotional or physical needs, which have not or are not yet being met. These may be children who are having problems at home or at school. These children may be referred to the Learning Mentor for additional support.

As a school we aspire to help these children break out of their negative pattern of behaviour, like adults children will be unhappy and suffer bad moods and they must understand that this is normal and they can talk about it. Here at Hazeldene School we have a Learning Mentor who essentially helps the children feel important and builds their self esteem, through group and individual work.

It may be necessary to devise 'A Special Reward Card' tailor made for the child which includes achievable targets and consequent rewards. If the child's behaviour continues then a behaviour passport should be considered and discussed with the appropriate members of staff. At each stage the parent/carers should be informed about their child's progress.

We must identify the areas of behaviour that need improvement and target them. If the reward cards, which are drawn up with the child fail to work then we may

need to include outside agencies and Governors as and when their inclusion is felt necessary. Should it be necessary the parents/carers will be called into the school and the child excluded there and then awaiting further action.

Behaviour Management System Reception and KS1

There will be a pyramid level of response to incidents of mis behaviour:

The following sanctions will be employed for un acceptable behaviour:-

- Time out space in the playground but no longer than five minutes
- Withdrawal of privileges
- Withdrawal of playtime
- Isolation at playtime and/or lunchtime
- Informing parents and consulting
- If appropriate - suspension from lunchtime in school

Misbehaviour in Class

The Class Teacher has responsibility for the behaviour of the class and should, in the first instance, deal with any instances of poor behaviour. Most instances of behaviour are of low level misbehaviour which class teachers are able to deal with speedily and effectively. All interventions with children should be dealt in a consistent manner aiming for a non-confrontational approach, always condemning the act and not the child.

Always follow the same approach and have the next step in mind.

T.I.B. - Tactically ignore behaviour which isn't worth getting involved with.

Give SIMPLE INSTRUCTIONS e.g. 'Please stop flicking rubbers. You're stopping other children from working'. Remind the child of the rule they are breaking.

Redirect the child to the task he/she should be doing and then move away assuming compliance and putting behaviour ownership back on the child.

REPEAT instructions (or adapt to new problem) and redirect to task

GIVE A CHOICE either you get on quietly or you move to work by yourself

ISOLATE 'Because you chose to carry on doing you have chosen to sit by yourself'.

TIME OUT - If the problem persists the child should be removed from the room. Either send for the teacher you have arranged to do this with or take the child quietly and unobtrusively to the classroom with work. The child stays removed till the next break. Children must never be sent to the library to work or for misbehaviour unless there is someone to supervise them. A record should be kept of the number of times a child has been sent out. If necessary an appointment should be made with the parents to discuss concerns about a child's behaviour.

RE-ESTABLISH NORMAL RELATIONSHIPS - Be sure the child knows why the action was taken and that he/she knows that it was a result of his/her choices. Do NOT indulge in a lengthy post-mortem.

Serious Misbehaviour

Occasionally there are instances of serious misbehaviour. There should be a graduated response to incidents of serious misbehaviour. The class teacher should first discuss any concerns with the relevant member of their Keystage. The appropriate member of the SLT will deal with the incident and if necessary involve parents. If the behaviour still does not improve then the Headteacher should be involved.

Pastoral Support Plan

For children who are at risk of exclusion and are in need of additional support because of behaviour difficulties, a Pastoral Support Plan should be put in place. Parents/carers should be involved in drawing up the plan. All staff should be informed and ensure that the plan is applied consistently.

Behaviour management will focus on encouraging and rewarding appropriate behaviour - i.e. will focus on the positive. Children will receive rewards (stars, stickers, etc) from their class teacher and may also be sent to the Keystage Leader or the Headteacher to celebrate their achievements. (In the absence of, or if he/she is engaged, the children will leave a message with the office. The Headteacher or a member of the Senior Leadership Team will then follow this up at the earliest opportunity)

In the event of inappropriate behaviour the school has a range of sanctions as outlined in the policy. In the first instance the class teacher will deal with a child's misbehaviour.

In the event of repeated or serious mis-behaviour the responsibility for the management of the child's behaviour is passed from the class teacher to the Senior Staff and, finally, the Headteacher.

A code of conduct is also established for lunchtime. Midday supervisors have the opportunity to reward children for sustained/improved appropriate behaviour and also have agreed sanctions. The Headteacher and Staff will monitor behaviour in consultation with the Senior Midday Supervisor at lunchtime. Midday Supervisors will have regular training on managing children's behaviour.

Behaviour Management System KS2

There will be a pyramid level of response to incidents of mis behaviour:

This behaviour system will begin in KS2 and forms part of a whole school positive behaviour management as outlined in this policy. This behaviour system will send a clear message to pupils, parents and staff that at Hazeldene we will not tolerate unacceptable behaviour.

Step 1

Ask the child to stop the unacceptable behaviour as outlined in the behaviour policy.

Step 2

WARNING- Let the child know they have a warning for and if you have to speak to them again about unacceptable behaviour they will be given a yellow card and miss their playtime.

Step 3

Yellow Card- Tell the child they have a yellow card and will miss the next playtime. The parent will be informed by the teacher of the reason for the yellow card. If the Head teacher thinks that the yellow card incident is severe enough but does not deem it necessary for a red card the child may miss more than one playtime. Again this will be discussed with the child and the parent informed.

Step 4

Second Warning - Repeat step 2, but this time tell the child they will receive a red card and work in isolation the next day.

Step 5

Red Card - Tell the child they have received a red card and will be working in internal exclusion for at least a day depending upon the severity of the behaviour. (This will include supervision by an adult at lunchtime and playtimes.) The parent will be informed by the teacher of the reason for the red card. There will be a discussion with the child to explain reasons why the red card had been given.

5 Red Cards per half term- fixed term exclusion

This pyramid response to incidents does not however prevent the Head teacher from making a decision to either issue yellow or red cards if deemed

necessary. This will also include the ability to exclude a child before they have received 5 red cards. (See the guidance below for Fixed term and permanent exclusions.)

Record Keeping

All yellow and red cards and the reason they were issued will be recorded on SIMs by the class teacher and the SLT will be kept informed. This will ensure consistency across the school, monitor reasons and target areas of concern. The KS2 Leader also keeps records of all behaviour incidents and how the incidents were resolved.

Anti-Bullying

Any reports of bullying will be dealt with immediately, initially by the class teacher or, if felt appropriate, by a member of the SLT and ultimately the Headteacher. All children are encouraged to 'tell' if they feel bullied or know of bullying occurring. Parents and children can sometimes confuse bullying with other behaviour – this may be a breakdown in a previous friendship, relationships or other incidents causing distress. However any inappropriate behaviour causes children and parents distress and will be responded to sensitively. Children will have opportunities to discuss bullying issues within Circle Time as appropriate and relationships are a focus in whole school assemblies. All concerns will be investigated and responded to appropriately. The school will not tolerate bullying in any form. Where bullying is identified as the problem both the bully(ies) and the victim(s) will be counselled appropriately. All staff, particularly on duty at break times, will monitor behaviour and investigate any signs of distress in the children.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. A child may be excluded if he/she breaches the Behaviour Management Policy, brings the school into disrepute or causes severe harm to the school community. Hazeldene like all state schools follows the DFE guidance " Exclusion from maintained schools, Academies and Pupil Referral Units in England" (DFES, September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude. In the absence of the Headteacher the power to exclude will pass to the Assistant Headteacher

Hazeldene School reserves the right to enter into a Parenting Contract where there are persistent issues relating to misbehaviour.

Confidentiality

All incidents are dealt with confidentially and discretely to allow children and adults to feel safe, secure and supported in reporting their worries. Serious incidents of mis behaviour will be logged on our school management system (SIMS). This is the responsibility of the Class teacher

This Policy will be reviewed annually

Associated Policies

- Anti-bullying Policy
- Anti-racist Policy
- Community Cohesion Policy
- Racial Equality Policy
- Safe Guarding Children Policy
- Child Protection Policy

Governors agreement of out of hours statement

Behaviour Off-site

Teachers have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). This policy sets out the school's response to criminal or non-criminal bad behaviour which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed.

The law allows for teachers to discipline students for:
misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher will only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member. The child's parents will be informed as appropriate

Behaviour in the community

One of the governing body's key behavioural principles set out in this policy is for children to develop positive citizenship and maintain excellent relations within the local and the wider community.

To this aim, the following objectives are upheld:

- 1) To maintain good order on transport or educational visits
- 2) To secure behaviour which does not threaten the health and safety of other children, staff or members of the public;
- 3) To provide reassurance to members of the public about school care and control over the children and thus protect the reputation of the school;

When children are not in school and not under the lawful control or charge Hazeldene staff, the school must act reasonably both in relation to expectations of a child's behaviour and in relation to any measures determined for regulating behaviour of the children. When deciding whether a rule or sanction in a particular case is reasonable the following factors should be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether the child/ren were wearing the Hazeldene uniform or was otherwise identifiable as a member of Hazeldene Lower School The extent to which the behaviour in question would have repercussions for the otherwise orderly running of the school, and/or might pose a threat to another child or member of staff (e.g. bullying another child or insulting a member of staff). Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.

10.2 Reporting incidents off-site

An incident, which occurs on a school visit or journey, should be recorded in writing by the member of staff reporting the incident. The SLT should be informed. An appropriate course of action can then be decided.

If a member of staff observes an incident or is involved in an incident out of school then s/he should speak to a member of the SLT on returning to the school. If unable to do this they should contact the school office and ask for a member of the

SLT, who should then record all details. The details of the incident should then be discussed with the Head Teacher and appropriate action taken.

Members of the public who report an incident to the school office in person, by telephone or e-mail should be contacted by a member of the SLT (if their details are available). The incident should be recorded and discussed with the Head Teacher to decide the relevant course of action.

To be reviewed September 2018