

Our vision is for our children to be happy and responsible young people who achieve their best



Behaviour policy and statement of behaviour principles

Approved and adopted by the Teaching and
Learning Committee on 17.10.17

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Why do we need a school behaviour policy?

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Through having a clear school behaviour policy we can ensure that pupils in our care have the following rights:

- the right to a good quality education [Article 28]
- an education which helps pupils use and develop their talents and abilities. It should also help pupils learn to live peacefully, protect the environment and respect other people [Article 29]
- the right to choose their own friends and join or set up groups, as long as it isn't harmful to others [Article 15]
- the right to play and rest [Article 31]

This policy aims to:

- create an environment which encourages and reinforces good behaviour
- promote self-esteem, self discipline and positive relationships
- support children to recognise, name and manage their emotions
- have consistency of response to both positive and negative behaviour
- ensure the school's expectations and strategies are widely known and understood
- involve both home and school in the implementation of this policy

School code of conduct:

At this school we will:

- Care for each other, respecting the feelings, bodies and property of others
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do [Remember: Good, better, best]
- Tidy up after ourselves and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that the school is a happy place

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What are our school behaviour rights and responsibilities?

Staff	
Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's systems/ policies/ expectations and to be part of creating the policy	To seek information and use lines of communication following the correct protocol To follow agreed school policy and protocol To promote consistency
To receive appropriate training to increase skills in behaviour management	To support others developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches in discussion with the SLT To be consistent in dealing with children To meet the educational, social and behavioural needs of the children

Parents/Carers	
Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To make sure their child attends school regularly To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning or wellbeing
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns To cooperate with the school by allowing and supporting any appropriate assessment of their child's social and emotional needs including giving consent to referrals for additional services.
To have concerns taken seriously	To share concerns constructively

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To know behavioural issues will be dealt with and to support the school in their implementation of the school behaviour policy	To inform the school about behavioural issues and work with them towards resolving them
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Staff and children	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others To treat others as you expect to be treated yourself
To be safe	To behave in a way which keeps self and others safe
To learn	To attend school regularly To be willing to learn To allow others to learn To take responsibility for actions
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To listen to other
To share opinions	To give opinions in a constructive manner

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How do we encourage good behaviour?

Good Better Best Points

Our School Dojo reward system is used across the school from Year 1 - Year 6 in order to encourage good behaviour, presentation, effort, kindness and manners.

All staff are asked to praise any good behaviour that they see going on in any part of the school, and every member of staff can also give children a GBB (Good Better Best) point if they are particularly pleased with their behaviour. Children's Good Better Best points are then collected onto their DOJO character on the Class Dojo APP and once they reach 50 points they will be awarded a Bronze tie/jumper badge in assembly. When they reach another 50 points they will receive a Silver badge, and when they get another 50 points they will receive a Gold badge. At the end of the year, the 2 children in each class who have the most GBB points will receive a Gold badge that they can wear for the whole of the following year. Names and photos of children receiving these awards are displayed on a prominent board in the school entrance hall.

Other strategies that are used to encourage good behaviour include:

FU: Go through 'would you'... 'let's...' strategies

Use the key relational skills to help children recognise, name and regulate their emotions (see Appendix 2 for more information)

A system using 'Gogos' to encourage children to make the right choices and decisions is used across the Foundation Stage.

KS1 and KS2:

Class charters

'Good to be green' - traffic light system

Class clap, whoosh, firework etc

Verbal praise

Choice of seating

Class Certificates

Additional responsibilities / 'special' person

Year group reward system [reward chosen by children] e.g. marble jar, extra playtime, party

Teachers in Years 1-3 reward children in their classes with Golden Time if they have stayed on Green all week, with a reduced amount of time for those who have been on Amber or Red.

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Sharing success and good work:

If a teacher is particularly pleased with a child's work, they can send that child to share their work with another teacher, or they can send them to the Deputy Head or Headteacher during 'Celebration Time' before lunch every day with their work and a post-it explaining why they are so pleased with that piece of work. This child will be awarded a shiny silver Headteacher's award badge, and also a raffle ticket which goes into a pot. 5 raffle tickets will be pulled out of the pot at the end of each term and those children whose tickets have been pulled out will be given a small prize.

On a Friday afternoon we have our whole school celebration assembly. Each class teacher awards one certificate for a child's learning efforts that week, and one certificate for a child who has shown some super Rights Respecting behaviour that week. This Rights Respecting behaviour is always introduced in a Monday assembly so that the children know what they are aiming towards.

How do we encourage respect for others?

- R time [Rights respecting and circle group time]
- Rights Respecting group of Year 5 and Year 6 children who act as role models to the rest of the school.
- Rights Respecting Monday Assemblies and Friday celebration assemblies
- Staff and pupil role models

How do we support children who are struggling with their behaviour

We work very hard in our school to try to support children who are struggling with their behaviour to get back on track and behave in the way that we expect in our school. We have various strategies that we employ to help children to know and understand how they need to behave. These strategies include:

- Appreciative enquiry meetings
- Mentoring
- Life skills classes 1-1 or in small groups
- TA support
- SLT regular contact
- Additional parent meetings
- Solihull Parenting courses
- Family support

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- Involvement of outside agencies

What is the role of all adults in the school?

'What you pay attention to is what you get more of'

All adults when circulating around the school are asked to be mindful of behaviour. Ensure that you model appropriate behaviour and that you recognise and praise all good behaviour you see being displayed by children. Particularly good behaviour can be rewarded with a GBB token. Additionally staff are asked to respond to misbehaviour, following the guidelines set out in this policy, whenever and wherever it is seen. **As a staff we are collectively responsible for the behaviour and welfare of all the children in the school.** In addition all staff will work together to support identified children with managing their behaviour according to an agreed plan.

What happens at lunchtimes?

MTAs follow the same behaviour rewards and consequences strategy as the rest of the school. Amber and Red behaviour will be dealt with by the senior MTA or the member of SLT on duty at lunchtime.

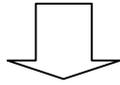
How do we manage unacceptable behaviour?

We have a system where all children start each day on Green (Good to be Green). Children will stay on green all day, unless they display any of the behaviours that we have identified as being unacceptable behaviour in our school (see Appendix 1) If any of these behaviours are displayed then our school consequences are as follows:

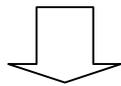
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Amber behaviour

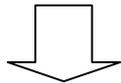
Amber behaviour in school: either in class or at playtimes or at start and end of day



Child receives a clear verbal reminder about their behaviour (sometimes this will come after other lower level reminders such as a look or saying the child's name to remind them to concentrate etc)



If behaviour continues in spite of the clear verbal reminder the child receives an Amber Slip (KS2) or moves onto Yellow (KS1) where they will stay unless the behaviour continues and then they will receive an Amber slip.

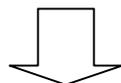


Amber slip recorded on CPOMs as behaviour by class teacher. CPOMS entry starts with the word AMBER. Parent notified via text or phone call that an amber slip has been given.

Child misses 10 mins break/lunch/ afternoon play - KS1

Child misses 15 mins break/lunch/ afternoon play - KS2

Amber slip sent to DHT/HT to follow up if applicable. If action required other than missed play DHT/HT will add the action on CPOMs



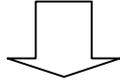
Any child who receives 3 AMBER slips in a term will be given an After school detention (Years 2-6) or a lunchtime detention (Year 1) in order for us to talk to parents and review whether more behaviour support needs to be put in place for that child.

(On our behaviour policy some behaviour is the sort of AMBER behaviour that doesn't have a reminder, it goes straight to AMBER and then follows the flow chart above)

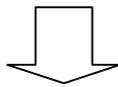
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RED behaviour

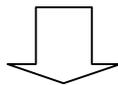
Red behaviour displayed in school: either in class, or at playtimes, or at start or end of day



Teacher makes phone call home to parent. Teacher adds entry onto CPOMs under behaviour with the word RED at the start of the entry. Teacher fills in the detention reflection grid with the child and this is then sent with the child to the HT/DHT when they have their detention.



Detention (see below for further information about detentions) takes place after school with HT or DHT. Parents will be asked to collect their child at the end of this time in order to discuss the behaviour and the next steps proposed by the school with the HT or DHT.



Continued amber slips/ red behaviour after an after school detention - We would expect the detention, together with the discussion around the detention reflection grid, to prevent further amber slips being given to any child. However, if a child goes on to receive another amber slip after a detention, or displays any red behaviour, a meeting will be held with the parents to discuss the continued inappropriate behaviour and strategies to support their child to improve their behaviour. This meeting will involve the HT/DHT, the class teacher and SENCO where appropriate. The meeting is likely to result in a Behaviour Plan being set up for that child which will highlight strategies to support a child with their behaviour as well as agreed consequences.

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School detention for years 2, 3, 4, 5 and 6. This detention will be held with either of the Head teachers or with either of the Deputy Head teachers. Year 2 children will have a 30 minute detention and KS2 children will have a 45 minute detention. Parents will be given at least 24 hours notice of this detention to allow for parents to adjust their after school schedule accordingly. This is in accordance with the DFE publication from February 2014 'Behaviour and Discipline in Schools' which states:

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include: 11 a) any school day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days - usually referred to as 'training days', 'INSET days' or 'noncontact days'.

Level 3 behaviour (Exclusion)

Level 3 behaviour is behaviour which as a school we have agreed is very serious and is the sort of behaviour we expect no-one to ever display and will not be tolerated. Level 3 behaviour will always result in a fixed term exclusion, and the particular exclusion that the child has will reflect the age of the child and whether the child has received an exclusion previously.

How do we decide if fixed term/ permanent exclusion is appropriate?

In the first instance, most exclusions will be for a fixed term - initially for a half or whole day and then if repeated for up to five days. On occasions the decision to give a fixed term exclusion for 5 days may be made prior to other shorter fixed term exclusions, if time is required to put support in place, or seek advice to support the pupil on their return to school. As a last resort, permanent exclusion will be considered. Decisions to exclude will be made by the head teacher only.

A decision to exclude a pupil, on a fixed term or permanently, will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

'When establishing the facts in relation to an exclusion the head teacher must apply the civil standard of proof; i.e on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of 'beyond

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reasonable doubt'. This means that the headteacher should accept that something happened if it is more likely that it happened than that it didn't happen.'

[Statutory exclusion guidance 2017 p9]

All decisions regarding exclusions will be made with reference to the Exclusion from maintained schools, academies and pupil referral units in England document [Sept 17].

'What do we do when a child's behaviour puts themselves or others at risk of harm - what are our emergency procedures?'

1. Follow the procedures set out in the individual child's behaviour care plan, if there is one in place.

Or, if not:

1. Remove other children from the area
2. Send a reliable child or another adult to the nearest available adult
3. One adult to stay with the main group of children, other adult to stay within a safe distance of the child
4. Send an adult to the office. Office staff to notify emergency services if necessary, headteacher or DHT/ AHT [in headteacher's absence].
5. For children without a behaviour care plan in place, parents to be contacted immediately with the expectation they will come to school straight away to support their child and the school. Arrange parent meeting with teacher, AHT/DHT and HT (SENCo might also be included if appropriate).
6. A behaviour care plan will always be drawn up following any incident of this nature.

What about the use of reasonable force?

We follow the DfE guidance on the Use of reasonable force.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

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- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

When should reasonable force be used?

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

In what situations would reasonable force be used?

- To prevent pupils from hurting themselves
- To prevent pupils from hurting others
- To prevent pupils from damaging property

Reasonable force will only be used as a last resort.

When will parents be informed?

The member of staff who used the force will complete an Incident Record, and log the incident on CPOMS. The AHT/DHT and Head teacher will be notified and will ensure that parents are informed as soon as possible (this will be according to the guidance set out in behaviour care plan, if one is in place).

What is an emergency physical containment plan?

Physical containment of a child is used as a last measure if it is felt that the safety of the child, other children or adults is at significant risk. The level of risk is to be assessed on a child-to-child basis and the approach may differ depending on the child. The proposed use of physical containment should be written into the child's Behaviour Care Plan.

In each case the Emergency Physical Containment Plan will outline:

1. When physical containment is to be applied
2. Who is responsible for carrying out the physical containment
3. How the physical containment will be carried out
4. The key phrases to be used with the child when carrying out physical containment
5. What will happen immediately after physical containment has been applied
6. How soon parents are informed that physical containment has been carried out

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In addition, the SENCo/ HT/ DHT or AHT and class teacher will carry out a risk assessment that considers the child's potential physical reaction to being physically contained by an adult.

When else might staff have physical contact with pupils at HPS?

There are many occasions when touching a pupil is proper or necessary. For example:

- Holding the hand of the child at the front/back of the line when going to assembly or walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument or hold a pen
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid
- To prevent a child from hurting themselves or others - see Physical containment plan

What do I do if I am worried about a safeguarding issue?

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

How do we respond to poor behaviour outside the school premises?

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Bad behaviour and or bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school may if applicable be dealt with in the same way as if it had occurred in school. The behaviour of a pupil outside school can be considered grounds for an exclusion.

What further guidance can we refer to?

Where behaviour does not fit into the levels assigned in this policy, or where further guidance is required, the head teacher will refer to the DfE Exclusion from maintained schools, academies and pupil referral units in England: statutory

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guidance for those with legal responsibilities in relation to exclusion, in order to make an appropriate decision.

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Appendix 1

Level	Behaviour Type
Yellow/ AMBER Behaviour that we remind about first	<ul style="list-style-type: none"> ▪ Disruption in lessons ▪ Not following instructions from an adult ▪ Not following school rules ▪ Refusing to wear correct school uniform ▪ Answering back
Immediate AMBER slip	<ul style="list-style-type: none"> ▪ Isolated acts of mild aggression e.g. pushing, shoving, poking ▪ Destruction of property ▪ Lying ▪ Hurtful insulting language/ name calling
RED (Detention)	<ul style="list-style-type: none"> ▪ Deliberate destruction of others' work ▪ Stealing/intent to steal ▪ Swearing ▪ Threatening behaviour ▪ Discriminatory abuse ▪ Deliberately hurting another pupil ▪ Bullying ▪ Receiving 3 AMBER slips
Level 3 Exclusion	<ul style="list-style-type: none"> ▪ Violence towards staff ▪ Threatening staff ▪ Swearing at staff ▪ Serious violence towards a pupil(s) ▪ Threatening pupils ▪ Dangerous classroom disruption ▪ Vandalism of school building/property ▪ Repeated incidents of RED behaviour ▪ Or any other behaviour deemed a serious misbehaviour by the senior leadership team

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Appendix 2

Behaviour and SEN

Where a behaviour plan is put in place, or when a child has exhibited any Level 3 behaviour, the class teacher, Head Teacher and SENCO will discuss whether a child's name should be placed on our SEN register in the category of social, emotional and mental health difficulties. When making this decision we will take account of the guidance set out in Devon's model SEND policy for school, which states that the following may be evident:

- *Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies*
- *Emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class or group, despite having an individualised behaviour support programme*

However, due regard will be paid to Code of Practice, which states:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health difficulties'

And:

Professionals should be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to a child having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child has SEN.

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Appendix 3 Detention Reflection Grid [completed with class teacher]

Name

Class

Date

Tick the behaviour that you are in detention for:

- Deliberate destruction of others' work
- Stealing/intent to steal
- Swearing
- Threatening behaviour
- Discriminatory abuse
- Deliberately hurting another pupil
- Receiving 3 AMBER slips

Draw or write what happened

How did you feel?

What could you have done differently to avoid detention?

How would you have felt if you had done that?

What next?

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Appendix 4 FIXED TERM EXCLUSION RETURN TO SCHOOL RECORD

Name of pupil:

Date:

Attendees at the meeting:

Actions taken by parent/carer to support the school during the exclusion period:

Pupil's comments:

Planned support for the pupil:

Next steps:

Agreed by:

Pupil:

HPS senior leadership representative:

Parent/carer:

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Appendix 5: STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the APMC annually.

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