

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Behaviour Policy

Approved by:

Hillesley Primary School
Governors

Date: December 2022

Next review due by:

December 2025

**POLICIES FOR CROSS REFERENCE – EXCLUSION, SEND, ANTI-BULLYING,
CHILD PROTECTION & SAFEGUARDING**

STATEMENT OF INTENT

This policy sets out how Hillesley Primary School promotes good behaviour through positive and negative consequences, supported by our ethos which is based on our **Core Christian values**:

Respect Courage Friendship
Generosity Perseverance Truthfulness

AIMS

We will promote a welcoming and nurturing environment where children, parents, staff and governors can learn together with collective responsibility for supporting and following this whole school behaviour policy.

This policy aims to outline behaviour expectations which are crucial to a successful, safe learning environment in which children can flourish academically, spiritually, morally, socially and culturally so that they are fully prepared for the opportunities, responsibilities and experiences of life.

We aim to develop whole school procedure for behaviour which will help children to build positive relationships with each other and learn to respect others, their families, cultures and beliefs.

CODE OF CONDUCT

Positive learning behaviours are central for effective learning to take place; they are the foundation of our school culture. High standards of behaviour will be expected, always modelled and promoted, both during the school day and beyond the school gates. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

Expectations relating to behaviour will be communicated to pupils and parents on a yearly basis and followed by all pupils. Pupils who actively demonstrate outstanding positive learning behaviours will be rewarded in several ways as set out in the Positive Consequences section. We will work in partnership with parents to ensure that the school's Core Christian values become central to the lives of students and are demonstrated in the following ways:

- All members of the school community will treat everyone with respect
- Polite manners will be exercised at all times
- The safety and wellbeing of others is of the highest importance
- School property will be kept tidy and treated with care and respect
- Pupils must always follow instructions and reasonable requests from members of staff
- Students must move around the school in a sensible, calm and quiet way.
- All members of the school community will report any instances of bullying
- Physical and verbal aggression will not be tolerated
- Items on the banned list (see Appendix 3) will not be brought into school
- Pupils will be punctual and dressed in accordance with our **School Uniform Policy**
- Grievances or witnessing of these will be reported to staff

These expectations have been formulated with the safety and well-being of every member of our school community in mind, enabling the school to function efficiently and effectively as a place of learning.

The Code of Conduct is communicated in our **Golden Rules** for all children to understand:

DO	DO NOT
Be gentle	Hurt anyone
Be kind and helpful	Hurt people's feelings
Be honest	Cover up the truth
Work hard	Waste time or others' time
Look after property	Waste or damage property
Listen to people	Interrupt or shout out

At the beginning of the school year the children and staff will discuss and decide on any additional rules that they feel they should adhere to, both in lesson time and in the playground. These rules will be displayed in school.

POSITIVE CONSEQUENCES

Children are regularly recognised and celebrated for their academic and non-academic achievements, effort, and attitudes and behaviours which demonstrate our Core Christian values.

All staff are expected to notice good behaviour, which is encouraged and celebrated through a range of positive consequences including:

- A smile or verbal encouragement
- Stickers for academic work
- House Points for showing Core Christian Values
- Choosing time – 20 mins per week (KS2)
- Hillesley School Values Awards (weekly)
- Recognition in Celebration Worship (3 times per year)
- Specific Awards (yearly):

Mrs Brookes Music Award
Governors Good Shepherd Award
Mrs Hemming Resilience Award
Mrs Pedley PE Award

NEGATIVE CONSEQUENCES

Through promoting and rewarding children with a range of positive consequences, we hope to develop self-awareness, self-esteem and self-discipline, but we recognise that some children will find it more difficult to follow the Code of Conduct and their behaviour will fall short of our behaviour expectations.

Normal classroom sanctions include:

- a verbal reminder of behaviour expectations
- being asked to sit alone
- to work with a different teacher or classroom
- losing a privilege or responsibility

Minor Breaches (see Appendix 1)

Breaches of the **Golden Rules** will be dealt with by the class teacher, teaching assistant or midday supervisor in a fair and supportive manner according to the age and needs of the child. For certain children identified as having SEND or specific, behavioural needs, the consequences may vary.

Step 1	If a child breaks one of the Golden Rules, they will be calmly reminded of behaviour expectations.
Step 2	If inappropriate behaviour persists, the child will receive a firm verbal warning.
Step 3	If inappropriate behaviour persists, the child will be issued with a yellow card and the will miss some playtime.
Step 4	If there is a 3 rd incident on the same day, the child will be issued with a red card and lose play for a day.

Major Breaches

If a child's behaviour is a cause for concern as they do not heed verbal warnings (3 yellow cards in a week) or their behaviour includes one or more of the following, a red card will be issued and parents will be informed:

- Physical attacks and fighting
- Bullying behaviour (see Appendix 2)
- Harmful sexual behaviour
- Racism or other active discrimination
- Verbal abuse
- Deliberate damage or stealing of property
- Persistent and intentional disruptive behaviour in class

The Headteacher will always inform parents at an early stage and may also:

- discuss the behaviour with the child
- arrange a meeting to discuss behaviour with parents

- assess for individual needs as seen in specific behaviours, and suggest strategies for dealing with specific behaviours, (this could include placing the child on the Special Needs Register, developing a diary system with parents to report on behaviour at school, developing specific behavioural targets for behaviour to be complied with and accompanying this by a reward system such as a sticker chart).
- discuss the situation with the Chair of Governors, or call in outside agencies
- instigate further action in accordance with legal guidelines

Repeated bad behaviour which is disruptive, violent or dangerous to the child and other members of the school community may result in temporary exclusion.

Concerning behaviour manifested by any child will always be fully investigated, taking into account the views of all involved and witness to the behaviour. Where major breaches of behaviour are experienced, or persistent minor breaches, then safeguarding concerns may be raised and investigated. In this instance the school will follow the procedures set out within the school's **Safeguarding & Child Protection Policy and Procedures**

ROLE OF PARENTS/CARERS

We recognise the important role that parents and carers play in the successful implementation of this policy and its procedures and therefore we ask that they:

- make children aware of the Golden Rules and the school's behaviour expectations
- foster good relationships with the school and support strategies to improve behaviour
- engage with their child's learning and development
- guide their child in their social education
- encourage independence and self-discipline in their child
- show an interest in all that their child does in school
- offer a framework for social education.

MONITORING BEHAVIOUR

We do all we can to understand why an individual child might misbehave. We take the following steps to help pupils overcome persistent inappropriate behaviour and become responsible members of school:

- a worry box will be available so that children can alert staff anonymously about good behaviour and also behaviour which worries them
- staff will give children opportunities to discuss behaviour concerns at least once a day
- class teachers will record minor breaches in the Yellow/Red Card Book
- children's behaviour will be discussed by staff at weekly staff meetings and recorded in minutes
- incidents of major breaches will be recorded in a confidential Incident Book held in the office and monitored by the Headteacher

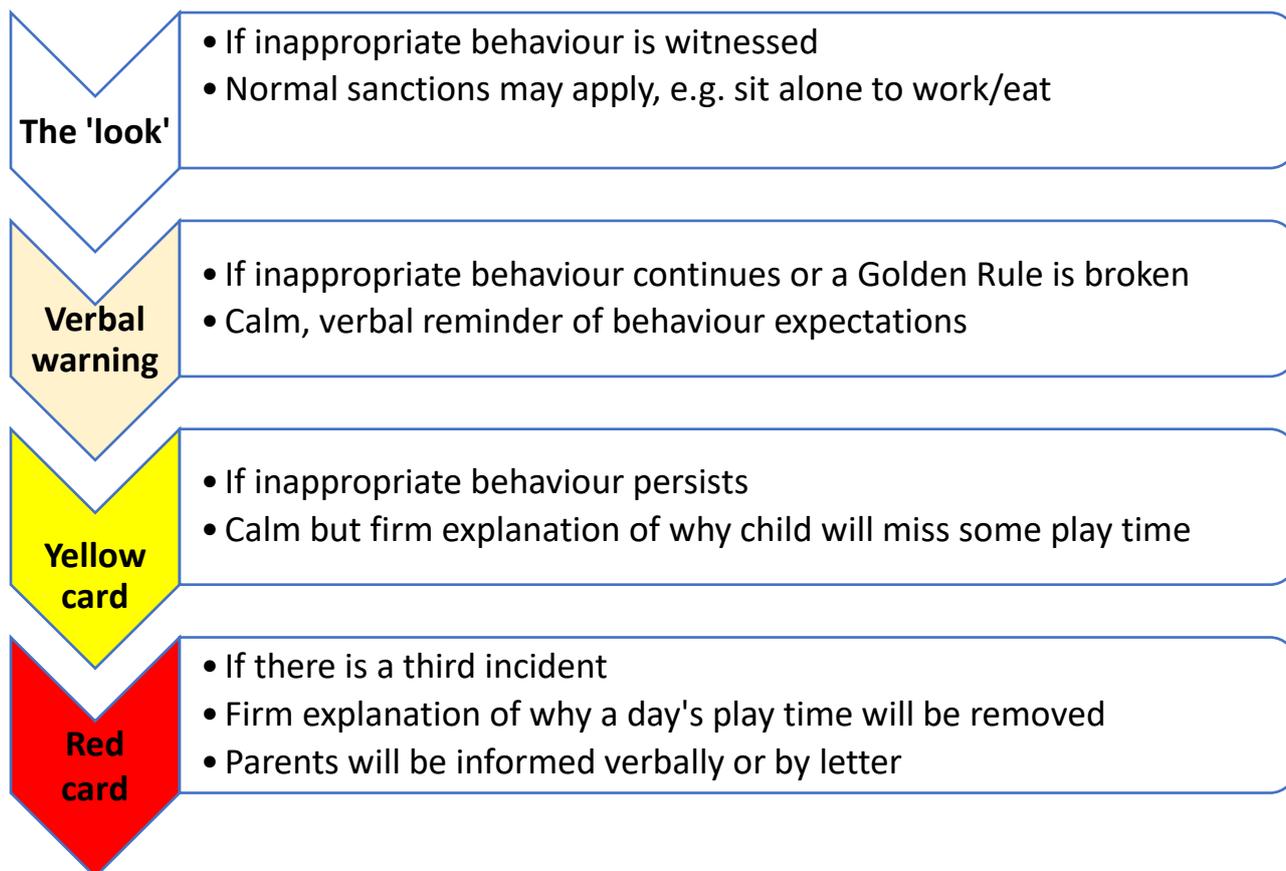
- all staff will review incidents at least termly to look for patterns/triggers for repeated behaviours
- staff will work closely with parents
- inform the Chair of Governors if necessary
- work with outside agencies e.g. PRU/Advisory Teaching Services

POLICY REVIEW

This policy will be reviewed every three years by the Governing Body or updated as necessary, as part of its monitoring cycle.

APPENDIX I

SYSTEM OF WARNINGS FOR MINOR BREACHES



APPENDIX 2

BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. Our **Anti-bullying Policy** states our procedures for dealing with bullying, which can take many forms:

FORM OF BULLYING	EXAMPLE OF BEHAVIOURS
Emotional	Being unfriendly, excluding, teasing or tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/bi-phobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Any bullying that takes place online through social networking sites, messaging apps or gaming sites etc

APPENDIX 3

LIST OF ITEMS BANNED WITHIN SCHOOL

The following items are specifically banned and should not be brought onto the school site:

- mobile phones/cameras
- sweets/soft drinks
- bubble gum or chewing gum
- materials of an adult or older peer group nature i.e. computer games, DVDs, books etc
- knives or any other object that constitutes a weapon
- toys
- trading collectibles and playing cards
- jewellery (except for studs and watches)
- any other items which are deemed to be dangerous or cause disputes between pupils

Should any of the above items be brought into school, they will be confiscated and a message will be sent home.