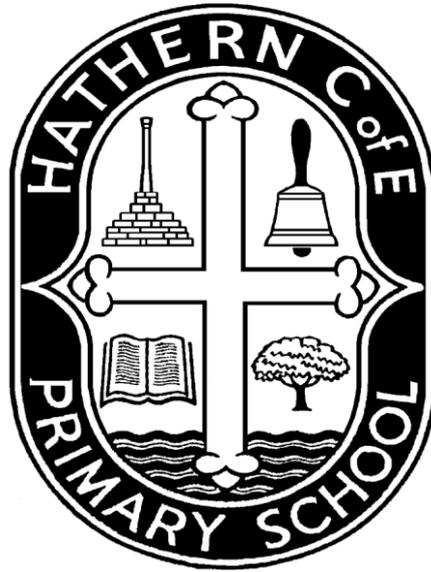


Hathern Church of England Primary School



Behaviour policy

At Hathern Church of England Primary School, we believe in
'Learning and Caring Together'

Policy statement

Hathern CE Primary is committed to creating a calm and supportive environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-awareness and personal responsibility. It is underpinned by the school's CARE code (Cooperation, Awareness, Respect and Enjoyment). Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Aims of the Policy

- To develop a positive whole school ethos: where the expected is recognised and the above and beyond is rewarded.
- To ensure that all learners have equitable outcomes; respect and understanding is modelled from all members of the school's community.
- To help learners take control over their choices and be responsible for the consequences of them.
- To help learners reflect upon the consequences and impact of their own behaviour on themselves and others through a restorative approach.
- To build a community which values kindness, care, good humour, understanding, respect and empathy for others.

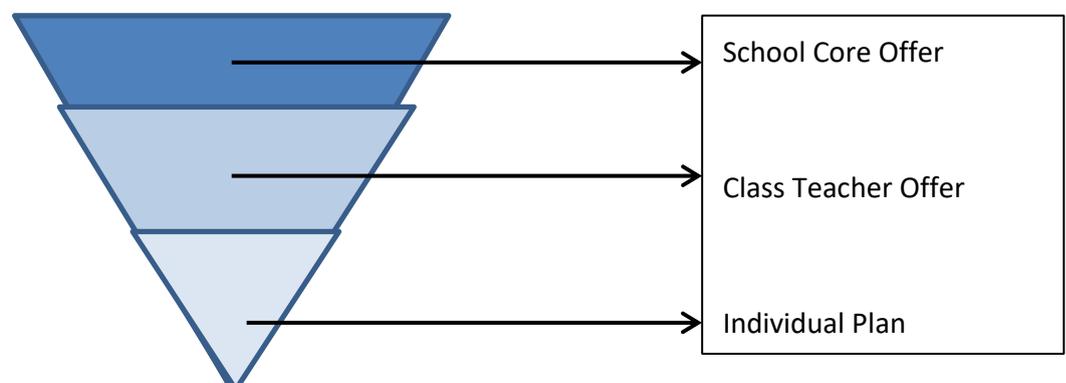
Purpose of the Policy

To have a clear system which is understood by all and works to:

- Positively recognise behavioural norms.
- Positively reward above and beyond.
- Promote self-esteem, self-awareness and control.
- Teach appropriate behaviour through positive interventions.

Whole School Tiered Approach

The school's behaviour policy has been designed on a 3-tier model to ensure equitable outcomes for all with clear and consistent expectations supported by the school's core offer, supported by class teachers' offer and underpinned by individual behaviour plans where necessary. The Whole-School Model is based upon:



School Core Offer

Hathern CE Primary School staff will:

- Follow and promote the CARE code.
- Know the behaviour model of the school: Be Safe; Be Respectful and Be Prepared and will be an exemplary model of these.
- Use the values of the school to consistently and positively reinforce our agreed expectations for behaviour.
- Model respect and kindness in their everyday communication with each other, children, parents/carers and all other stake holders.
- Use the school's behaviour visual as a framework for dealing with positive behaviour and inappropriate choices.
- Use the school's visual consistently to ensure that children are recognised for great achievement.
- Use the school's visual consistently to support children in making the right choice and adapting their own behaviour when necessary.
- Listen to all children to ensure they have opportunity to discuss and explain their choices.
- Model agreed expectations for travelling around the school and entering and exiting Collective worship.
- Hold weekly Achievement Collective Worship to acknowledge a child from every class who has been deemed to have gone 'above and beyond' by their class teacher.

The Visual:



The Stages Explained:

Purple above and beyond - acknowledgement where a child has excelled.

Blue Values- Reminder for the expectations.

Green Reflect- a verbal reminder to a child that their behaviour is not meeting the expectations.

Yellow Time to Talk- A restorative discussion between adult and child to acknowledge choices.

White Consequence- an age appropriate consequence to be given e.g. 5 minutes of playtime to be missed.

If the behaviour of the child does not improve following a white consequence a member of the SLT will be contacted and the child will be moved to their partner class. If child goes to their partner class and continues to not follow the rules a senior member of staff will contact parents/carers to set up a meeting to discuss further appropriate actions.

Class Teacher Offer

Hathern CE Primary School teachers will:

- Ensure that the school core offer is displayed within each of their classrooms or learning areas and used as part of their behaviour management approach.
- As well as this, use their own strategies for positive behaviour management which are appropriate for their own teaching style and the interests of their class.

Individual Plan

Where a child has additional needs and requires a more personalised approach to positive behaviour management, this will be decided in collaboration with the child, their class teacher, the SENDCo and the child's parents/carers where appropriate. The individual plan will be recorded on the appropriate format and stored in the child's paper folder and a copy made for their electronic profile on our Arbor system.

Lunchtime, Breakfast and Afterschool club, Trips and Visits Expectations

It is expected that the school's ethos and values will permeate throughout lunchtimes too where exemplary behaviour remains the expected. Lunchtime supervisors will uphold the Whole School Offer Expectations as outlined above. Where children have demonstrated positive behaviour and demonstrated the school's values, the lunchtime supervisor will ensure that they communicate this with the class teacher during handover at 1pm. The class teacher will then be able to recognise and respond to this using their own classroom strategy.

Where a child has not demonstrated the values of the school, the lunchtime supervisor will provide the child with opportunity to reflect and talk through a verbal reminder. The children will be directed to reflect either by taking some 5 minutes away from the playground or to stay with the adult outside to have a restorative conversation about their actions and the consequences. If the incident is deemed serious, then the member of staff will seek guidance and support from either the classroom teacher or a Senior Leader in school.

Physical Restraint

Use of reasonable force may occasionally be required. Only trained staff are authorised to use reasonable force where, to not do so may result in injury or serious damage to property. Whenever possible, support should be sought from a colleague who has been trained for such situations. It is the school's legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Any form of physical restraint must be recorded on the school's agreed record form and reported to parents/carers within 24 hours. The form must be signed by two members of staff and a member of SLT. This must then be recorded on the school's electronic system, Arbor

Sexual Violence and Sexual Harassment

Where an incident of this nature is reported, the school will respond using the guidance below:

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018).
- We will liaise with the police, social care and parents/carers as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents/carers will be included in discussions about the format that this support will take.

Bullying

The school adopts the Anti-Bullying Alliance definition of bullying which is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

What should the children do if they think they are being bullied or witness bullying?

- Tell an adult- as soon as possible -this should be their teacher, parent/carer, or any other adult in school.

What should parent/carer do about bullying?

- Talk about the definition of bullying to their child and try to establish the facts.
- Inform the school if they think their child is being bullied or is bullying other children.

What can the school do to stop bullying?

- Promote a culture of positive relationships and behaviour in school.
- Promote and model the school's values.
- Offer appropriate education within the curriculum.
- Uphold the school's open-door policy where parents and carers can discuss their concerns about their child's wellbeing and/or behaviour.
- Inform the parents/carers of all involved as to what has been happening and the actions taken to resolve the situation.

Mental Health

Negative experiences and distressing life events can affect the mental health of children. Hathern CE Primary School recognises that mental health issues can bring about changes in a child's behaviour or emotional state,

which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Where our staff have identified children, who are struggling with their mental health, school will ensure appropriate support is in place for them.

Confiscation of inappropriate items

It is unlikely that the school should have to exercise its right to confiscate inappropriate items from pupils. However, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Parents/carers will be informed in all instances where prohibited items are confiscated from pupils.

Discipline beyond the school gate

Any bad behaviour 'beyond the school gates' from a pupil that is witnessed, or reported to the school, will be addressed. Such behaviour may be when a pupil is:

- taking part in a school-organised or school-related activity
- travelling to and from school
- wearing a school uniform/identifiable as a pupil of the school

In these cases, the school's 'Rules and Consequences' will be adhered to as well as any relevant protocols and policies e.g. Anti-Racism Policy, Anti-Bullying Policy.

If the behaviour is criminal, or poses a serious threat to a member of the public, both the parents/carers and the Police will be informed by the headteacher.

