



Hexham First School

Behaviour Policy - A Policy for Positive Behaviour

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We believe in managing behaviour positively through a consistent whole-school approach, which reinforces and recognises good behaviour. Hexham First School is a place which works from a positive position, a school where children are successful and where all children adhere to the required standards of behaviour in the school. Staff at Hexham First School have very high expectations of behaviour at all times.

School Values

Our school values are promoted through The Hexham Way. The Hexham Way helps foster discipline and mutual respect between pupils and between staff and pupils and is at the heart of this policy. At the beginning of each school term, class teachers reinforce whole school values.

These whole school values are summarised in 'The Hexham Way'. The children are rewarded for following the The Hexham Way.

Kind
Respectful
Resilient
Confident
Ambitious
Curious
Unique

At Hexham First School we aim to:

Aims

- To develop a shared understanding of appropriate/desired behaviour and attitudes and the ways in which we encourage and celebrate these
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To establish clear systems which promote positive behaviour.
- To communicate these messages clearly to parents, children and all staff
- Create conditions for an orderly and friendly community where there is mutual respect between all members and where effective learning can take place: and
- Provide a robust and caring system for those children who may have emotional and behavioural difficulties in order that they and their peers may learn in a safe and respectful environment.

Responsibilities

School Staff

All school staff have an equal responsibility for the welfare and discipline of children in school. Staff have both discussed and agreed the school aims and strategies to encourage good, and discourage bad behaviour and bullying.

Children:

Adults ensure that children in their class have a thorough understanding of the The Hexham Way appropriate to their age.

Governors:

School governors have agreed to the school policy with regard to behaviour and discipline and support the school staff in its implementation.

Parents:

Parents are asked to read this school policy, with regard to behaviour and discipline expectations, and thereafter support school staff in meeting the school aims.

Behaviour in school is affected by:

- The quality of the physical environment
- The quality of teaching
- The quality and resilience of relationships: children and their peers; children and adults; adults with adults
- High expectations and a supportive, flexible approach to learning
- The degree to which effort, results in curriculum and behaviour is acknowledged
- The degree to which independence, self-reliance and pupil accountability are expected and encouraged
- Adults maintaining an active, positive professional presence
- A consistent approach to behaviour; that emphasises the individual and favours the least intrusive interventions
- Pupils' experience outside of school.
- A pupils' special educational needs

Guidelines

Positive reinforcement

A positive environment built upon excellent relationships underpins our approach.

Some examples:

- A smile
- Thumbs up
- A 'thank you'
- Acknowledgement of appropriate behaviour
- Genuine interest in activity
- Enthusiasm for pupils' learning
- Reinforcement of learning
- Listening
- Positive comments specifically relating to effort or behaviour
- Comment to parents verbally or in a reading diary/homework book
- Sharing children's successes with peers
- Honest, specific feedback.

Rewards

- **Class Dojo Points**

Our expectation is that pupils will demonstrate exemplary behaviour and an excellent attitude to work at all times. As a result, our whole-school reward scheme 'Class Dojo' focuses on promoting, encouraging and rewarding learning behaviours linked to The Hexham Way that will benefit children during their time in school and beyond, as lifelong learners. Class Dojos are highly visible on the interactive whiteboards and encourage children to make the right decision with regards to their attitude and behaviour. Children take ownership of their own behaviour and enjoy working hard to win the Dojos. Points will be rewarded for following The Hexham Way along with some specific targets relevant to the child's class. Class teachers can look at weekly reports to show how successful individual children have been and children will be rewarded with certificates linked to the The Hexham Way on a weekly basis. Bronze, Silver and Gold and Platinum certificates will be presented in school assemblies for larger numbers of Dojo points accrued.

Bronze 25 points

Silver 50 points

Gold 100 points

Platinum 150 points (Letter from HT to parents)

Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour. The following bullet points give examples of rewards a member of staff may use, in addition to the Dojo points:

- Direct verbal praise to the child and parent in recognition of their effort
- Written comments in work books and a note made in home to school diaries
- The use of stickers to reward specific behaviour or success in a task which can be attached to work or worn by the child
- Sharing of good work with the Head Teacher, with appropriate rewards

Strategies used in individual classrooms are communicated by the class teacher to all staff working in each class so that there is maximum continuity for children during the school week.

Lunchtime behaviour

Lunchtime supervisors will monitor the behaviour of children at lunchtimes and encourage the children to follow The Hexham Way. Class teachers will be informed of specific children setting a good example and following the The Hexham Way, and Dojo points will be added by the class teacher. Lunchtime staff will check with class teachers on a daily basis to see if any issues are likely to impact lunchtime behaviour.

A key aspect of The Hexham Way is Respect.

If a child is disrespectful towards other adults, children or property, the following sanctions should be **consistently** applied by **all staff**.

- Three yellow cards equates to one red card
- Red cards can be awarded immediately, without warning for any incident in the red card zone

	Negative behaviour	Sanction / Action
Verbal warning		
Yellow card	Interrupting or talking over an adult Not following clear adult instructions first time Running in the corridor Stopping others from learning Telling lies	Time out within/out of class, loss of free time e.g.: break (5 minutes on the line outside)
Red card	Any deliberate act of physical violence towards other children Deliberate physical violence towards any adult <u>Deliberate</u> damage to school property Disrespectful speech / behaviour towards any member of staff - ignore, answer back, run away Swearing Making a <u>deliberate</u> racist/homophobic comment	Sent to Headteacher Headteacher (or a member of SLT if not available), Parents informed, incident recorded on CPOMS Behaviour chart may be introduced with child checking in with key adult at the end of each session Internal or external exclusion may be applied

In Class	Playtime
<p>Verbal Warning</p> <p>Initials recorded</p> <p>Tick after initials</p> <p>Time out within class (Yellow card)</p> <p>Child moved to another class</p> <p>(Parents informed)</p> <p>External exclusion</p>	<p>Verbal Warning</p> <p>5 minutes on the yellow line</p> <p>Pupil may be asked to stay indoors for a fixed period of time 5, 10 or 15 minutes</p>

Responding to low-level disruption

Low-level disruption, at any point during a lesson, can have a detrimental impact on learning for individuals or the whole-class group. As a result, members of staff will move quickly to address any 'low level disruption' or 'off task behaviour'. The actions a member of staff decides to take will be those deemed most appropriate for the age, developmental stage and any additional needs of the child. The following are examples of how staff may address and challenge 'low level disruption' or 'off task behaviour':

- A firm 'look' from a teacher or support assistant
- Proximity praise (praising a child nearby who is behaving appropriately)
- Tactical ignoring
- Waiting and scanning
- Pause in talk
- Moving towards the child or group while talking, using non-threatening body language
- Restatement of request followed by repetition of class rule
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- The use of a signal, familiar to the whole class or group
- Reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- The use of humour (but never sarcasm) to defuse or deflect challenges.

Responding to repeated disruption

Should low level disruption persist or be repeated, during the course of a lesson, the following strategies may be used by staff:

- Speaking quietly, calmly and assertively
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice - being clear with the children that they are able to make choices in managing their behaviour
- Giving a face-saving choice when possible
- Allowing take-up time – moving away in the expectation that the child will do as expected
- Describing the behaviour, not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child, where possible, from being the centre of attention

- Giving the child time to calm down, before following up the incident with discussion
- Staff discussing the child's difficulties with year-group colleagues.

Sanctions

Where appropriate, staff will impose a sanction, as a consequence, to deter future poor behaviour. When imposing a sanction staff should ensure:

- The sanction is appropriate to the age, developmental stage and needs of the child
- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment
- Behaviour expectations are reviewed and revisited with the child
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

Behaviour which is **NEVER** acceptable

- Bullying
- Violence of any kind (e.g. hitting, kicking, nipping, biting, pushing, and spitting)
- Racial, homophobic or discriminatory abuse
- Verbal abuse (e.g. swearing, name calling, 'winding up', teasing, being cheeky, and threatening)
- Leaving the classroom or school without permission (e.g. running away, refusing to come into school, hiding in the school building)
- Deliberately destroying or damaging the school building
- Stealing (from school or others)
- Telling lies and blaming others
- Stopping other children from learning and persistent disruptions
- Refusing to learn or ignoring instructions (including going into 'huffs')

Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the school and the specific context in which each set of behaviours occurs.

The following are examples of possible sanctions:

- If a child is thoughtless, or careless with school property, or property belonging to a pupil, they may be asked to spend some of their time tidying or reorganising the aforementioned property
- If a child deliberately damages school property, or property belonging to another pupil, parents may be asked to support the school, by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning pupils about their future conduct, may be sent home to parents at the Head teacher's discretion.
- If a child hurts someone, they may be asked to write a letter of apology in their own time and give a verbal apology
- If a child breaks playground rules they will have 'time out' from playtime and will attach themselves to an adult on duty or remain under supervision inside the school building
- If a child is repeatedly wasting learning time, they may be asked to make up that time at playtime or lunchtime, under the supervision of the teacher in question.

If the inappropriate behaviours continue, resulting in the continued disruption of lessons or break times, inhibiting the learning or play of the other children in the class, the child may be removed from class ('internal exclusion'), with the agreement of the Head Teacher

Internal Exclusion

This 'internal exclusion' will give the child time to calm down and reflect on his/her behaviour. The child will be removed from class and class mates for a set period of time. This may be a morning / afternoon session, break time / lunchtime or full day.

Furthermore, appropriate actions will be discussed and apologies made to the injured parties. A record of the events will be documented on CPOMS. As well as recording the incident, parents will be informed, either via telephone, or when the child is collected at the end of the school day. If necessary a further meeting will be arranged between parents, the class teacher and the Headteacher. The outcome of this meeting will be a clear plan of action to support the child to improve their behaviour in school and may be recorded on an **Individual Behaviour Plan**. Racist, Homophobic or Discriminatory behaviour will also be reported to Northumberland County Council.

Schools have a legal duty of care for all pupils. Hexham First School acknowledges that, in exceptional circumstances, staff may be required to physically restrain pupils if they are putting themselves or others at risk. Physical restraint may need to be used to control or restrain. It will only be used as a final option and staff will always try to intervene verbally before using this. Where staff fear for their own or another child's safety and the pupil is not responding to a verbal request, help should be sought before intervening. Physical restraint can be used to prevent pupils:

- from hurting themselves
- from hurting others
- causing damage to property

Following this, parents will be informed at the end of the day, by telephone or meeting after school, and a plan will be agreed for the following day. A record of these events will be recorded on CPOMS.

CPOMS

Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, the child will be seen by the Headteacher. Incidents referred will be documented accurately on CPOMS recording the date, time and a clear summary of events / behaviours. The Headteacher will analyse information on CPOMS and identify behaviour trends and share the information with ,class teachers and parents.

In addition to recording events on CPOMS, staff may also consider:

- Discussing difficulties with colleagues (e.g. SENDCO)
- Requesting the SENDCO to carry out observations of the child in class, to identify possible causes for inappropriate behaviour
- Set up an Individual Behaviour Plan with the child and his/her parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents
- Deciding on the time scale for implementation (approximately 1-2 weeks)
- Reflecting, with named colleague, on child's progress with IBP targets and effectiveness of additional / amended provision or support.
- Consideration of further SEND assessments

If the pupil's behaviour does not improve, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving outside agencies such as:

- School Nurse
- Educational Welfare Officer
- Inclusion Support Services
- Behaviour Support Services
- Educational Psychologist

- Community Paediatrician
- Social Services
- Family Support/Early help worker
- Primary Mental Health
- Children and Young People's Service
- We may also offer in school interventions to support the child eg sensory circuits/ zones of regulation.

Hexham First School promotes early intervention and there may be times when an Early Help Assessment is carried out by staff to coordinate the support required to help pupils make progress with their behaviour.

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Families/Early%20help/EHA-FAQ-Leaflet.pdf>

Dealing with serious one-off incidents and/or persistent disruption

There may be an occasion when the Headteacher needs to consider exclusion. This can be in response to (a) a serious one-off incident, (b) for persistent disruption or (c) when a number of intervention strategies have been tried without success.

All decisions with regard to any exclusion will be made by the head teacher/teacher in charge and will be in line with the DfE exclusion guidance (see below). Exclusion of any kind requires serious consideration and will always be a last resort. Hexham First School promotes inclusion and we will work extremely hard to ensure the wellbeing of all pupils and staff is a priority.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Fixed-Term Exclusion

Depending on the nature of the behaviour the Head teacher may consider either short-term or longer-term 'external exclusion'. This means the pupil is not allowed on the school site for the duration of the exclusion. School will provide the pupil with work to complete during the exclusion and will ensure a suitable, full time provision is in place should the exclusion exceed 5 days. Appropriate paperwork will be completed and parents informed within the required timescale. A record of significant incidents and recurrent behaviours will be kept in the Head Teacher's office. All 'external exclusions' will be documented and retained by Administrative staff for future reference.

Permanent Exclusion

Staff at Hexham First School are committed to doing everything possible to avoid permanent exclusions and support pupils to make the right choices. If appropriate the Head Teacher might explore the following:

- Managed Move - An agreement with another local school for the pupil make a fresh start on an initial, trial basis.
- Pupil Referral Unit Placement - A short term placement in the pupil referral unit with the aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil-centred planning and solution focused support – ultimately leading to successful educational integration.

<http://www.pru.northumberland.sch.uk/website>

- Alternative Provision Placement - A short-term placement with an alternative education provider with the aim to stimulate re-engagement, participation, interest and achievement by providing

bespoke educational intervention programmes, pupil-centred planning and solution-focused support – ultimately leading to successful educational integration.

Permanent exclusion is a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The head teacher can sanction a permanent exclusion for serious one-off incidents e.g.

- A) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

If a pupil is permanently excluded, the Governing Body has a duty to review the Head Teacher's decision within statutory time-frames. Governors can either uphold the Head Teacher's decision or reinstate the pupil. Our Governors are committed to reviewing all exclusions fairly and impartially.

The school will champion the needs of Looked-After children (LAC) and previously Looked-After Children (PLAC) by raising awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible. The designated teacher for LAC and PLAC will ensure that this behaviour policy does not discriminate against the child in question. Exclusion should only be used as a last resort, and all other strategies and support mechanisms must be explored first.

Special Educational Needs

It is recognised that some children require alternative strategies in order to encourage positive behaviour, for a multitude of possible reasons. This school recognises that a rigorous approach to behaviour is important, and that this goes hand in hand with caring for the emotional needs of all children, including those who may be some of the most vulnerable. When there is a behavioural need in school that is not being met by the current system, the following will happen:

The child's class teacher will meet with the appointed member of staff in school for behaviour (Justine Overton). The Special Educational Needs Co-ordinator or SENCO (Clare Crow) may also be present.

During this meeting they will discuss educational needs, social and emotional issues and key behaviours of concern.

From there a course of action will be decided upon. Parents will be involved and consulted. This should be appropriate to the individual and will differ from child to child. However, it could include: further monitoring by the class teacher; the formulation of an individual behaviour plan in consultation with parents; referral to an educational psychologist or other agency.

The action to be taken will be recorded on CPOMS This will be reviewed on a decided date (not usually more than half a term in advance). Parents, the headteacher and the school SENCO will be informed of any behaviour concerns.

Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards.

A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

The Education and Inspection Act 2006 introduced a requirement that schools arrange full-time education from the sixth day of any fixed term exclusion of more than five days.

For any fixed term exclusion the school will:

Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.

Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion

Inform the local authority of the pupil immediately of any permanent exclusion.

Further Information

Parents

It is vital that school and home, work as a partnership. As already mentioned, if inappropriate behaviour persists, parents will be invited to the school to discuss how the problem can be solved.

Confidentiality

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

Implementation

This positive behaviour policy will be promoted and the values implicit in it will be taught through the PSHE programmes of study (see Policy for PSHE) and through other relevant curriculum areas.

A copy of this policy will be provided to each member of staff, each member of the Governing Body and parents. Copies will also be available for consultation in the school entrance.

Equal Opportunities

This policy applies to all pupils regardless of gender, race, creed and ability.

Evaluation and monitoring

Staff have an opportunity each week to discuss any issues or concerns.

This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of the positive discipline scheme will take place during lesson observations.

Policy Adopted : January 2020

Review date : January 2021