



Hayesdown First School

Behaviour Policy

Rationale

We believe that all children can behave well or can be encouraged to improve their behaviour. This expectation is consistently communicated to the children.

We believe that in order to allow children to flourish educationally, socially and emotionally, we need an atmosphere in which there is firmness, consistency and fairness displayed by all adults who work in school. In order for children in the school to make good progress, teachers need to be able to give their attention to teaching. Good behaviour minimises distractions and ensures that children give their full attention to the learning process.

Aims

- To provide the children with rules that will help them enjoy school and ensure their safety.
- To encourage appropriate behaviour with positive reinforcement for good behaviour and consistent application of sanctions where appropriate.
- To establish classroom rules and routines that maximise learning opportunities.
- To support all staff in developing the skills required to ensure acceptable behaviour in the classroom and play ground.
- To share this policy with parents/carers to enable them to understand and support the work of the school.

Golden Rules

The 'Golden Rules' for behaviour are derived from the aims listed above. They are displayed throughout the school and apply to the whole school community.

The Golden Rules are:

- Be kind, friendly and show respect for others.
- Try your best and help others do the same.
- Look after our school and everything in it.

Classroom Strategies

Rules and Sanctions

Each class has its own set of rules that sit alongside the Golden Rules. After discussion with the children, the rules are prominently displayed in the classroom and regularly referred to. If the rules are broken, agreed sanctions are applied.

Rewarding Good Behaviour

Positive reinforcement of the school's Golden Rules underpins all we do. Good behaviour is recognised, praised and rewarded in the following ways:

- All staff use verbal praise and give rewards such as team points, 'Dojos' from software the School uses called Class Dojo, or stickers.
- Children are spotted regularly for being Golden by all members of staff and this is acknowledged verbally – commenting on the good behaviour displayed by children.
- Children who are consistently Golden will be awarded a "Sparkle" sticker and their names are displayed on the board in the hall. Any child who is recognized for exemplary behavior will be given a "SHINE" like a star award from the Headteacher and go into the Golden book. A text message is sent home to recognise this achievement. Both sparkle and shine awards are celebrated in Friday assemblies.
- Each Friday, class teachers select one or two children who have reflected the school's REACH values; these children are awarded certificates in the Friday Celebration Assembly.
- Team Points are awarded and totaled at the end of the week. At the end of each term, the team with the most points is the overall winner and all the children in this team receive a reward, such as having a non-uniform day/extra playtime.
- At the end of each term, class teachers nominate a Class Champion. This is a child who has really impressed them with their attitude to work and behaviour. The child receives a certificate that includes a statement explaining the reasons why they have been chosen. This is read out during the 'Champions' Assembly' which is attended by parents of children who are receiving awards,

Playground Strategies

The 'Golden Rules' are displayed on the playground and regularly referred to. High standards of behaviour are expected on the playground. A member of the Senior Leadership Team works with the School Meals Supervisory Assistants (SMSAs) to ensure consistent expectations for behaviour within the classroom and outside at play.

Dealing With Unacceptable Behaviour

Step 1 - Reminder

The child is reminded of the school's expectations; if behaviour persists they are given a verbal warning. Inappropriate aspects of their behaviour are discussed with them so that they are aware of the changes they need to make. Reminders are provided and verbal praise is given as appropriate changes are made – getting back to "Golden".

Step 2 - Amber

The child is given an Amber Dojo and the teacher will explain to the child why it has been necessary to give this. The teacher will also talk with the child about how they might have done things differently to achieve better outcomes for all. The child may miss some play time to make up for lost learning time. If the poor behaviour or attitude is demonstrated on the playground, the child is asked to stand by the teacher / Lunchtime Supervisor for five minutes or sit at the 'time out table' for five minutes. If the inappropriate behaviour takes place when the class teacher is not present, it is reported to them at the earliest opportunity using a behaviour slip.

Parents/carers who are signed up to receive notifications from Class Dojo will receive a message through the Class Dojo app when their child receives an Amber Dojo. Depending on the nature of the behaviour instigating this, the teacher may send a message with the Dojo or ask to speak to the parent/carer.

Step 3 - Red

A Red Dojo is issued by the class teacher who will discuss the unacceptable behaviour with the child. The teacher will also speak to the Phase Leader / member of SLT if required. Parents are notified of the Red Dojo via face to face conversation or phone call in the first instance, on the day of issue where possible – this is followed by a notification on the Class Dojo app. Red dojo incidents are recorded on SIMS by the class teacher and reviewed regularly by the Inclusion Leader. Additional class-based sanctions such as sitting out for five minutes, missing playtime or other relevant restrictions are used.

Step 4 – Hazard/Headteacher involvement

The child is sent to the Headteacher who will discuss the unacceptable behaviour with the child and parent/s, and agree the action that will be taken. The Headteacher will decide on appropriate sanctions and record the incident on SIMS. As well as a conversation with the parent, a letter will be sent home by the Headteacher explaining what has happened and the sanctions in place. Incidents of swearing, deliberate damage to property, stone throwing or verbal abuse /intentional physical injury towards another adult or child immediately go to Step 4, bypassing all other sanctions.

❖ *NOTE: Steps are not incremental and behaviour can be dealt with at any step as appropriate*

Use Of Reasonable Force

In line with advice in the DfE publication '*Use of reasonable force*': *Advice for headteachers, staff and governing bodies (2013)*, if de-escalation strategies have failed or the circumstances do not allow for de-escalation, staff at Hayesdown First School can use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Circumstances in which reasonable force might be used include:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the school site;
- to restrain a pupil at risk of harming themselves through physical outbursts.

Hayesdown First School will not use force as a punishment; this is unlawful.

Behaviour Plan

From time to time a child may exhibit on-going behaviours that are unacceptable. At this point the school may draw on their Social, Emotional and Mental Health graduated response support offer to address any underlying need. In such cases, meetings will be held with the child's parent/s or carers and the underlying reasons for the behaviours will be explored. Led by the Headteacher or Inclusion Leader, a Positive Behaviour Support Plan will be drawn up to provide a structured framework for behaviour improvement. The Behaviour Support Plan will include the following:

- behaviour targets
- strategies to help achieve the targets
- actions the school will use to manage any on-going, unacceptable behaviours.

The Behaviour Support Plan is signed by the Headteacher or Inclusion Leader, parent/carer and child. The support of external agencies such as Parent and Family Support Advisers (PFSAs) may be sought.

Frome Team Around the School (TAS)

Where children have more significant social, emotional and behaviour difficulties, which might require specialist knowledge or specific actions that could include alternative provision, the school will meet with family support services to have a shared conversation about a child they are worried about. Parents /carers will be fully informed of this and parental consent gained so they feel actively involved in decision making in respect of a referral. Parents will work with school staff to complete the referral for Team Around School support, which they will sign ahead of it being submitted for consideration.

Exclusion

Internal Exclusion may be considered as a sanction when a child has had a 'Hazard' (Step 4) behaviour incident. An internal exclusion is where a child is in school to access learning but the school day is spent away from their peers e.g. in another class. This will be discussed with parents beforehand during the Hazard discussion with the Headteacher. The Headteacher decides whether an internal exclusion is the appropriate sanction for a child.

External Exclusion:

Suspension (fixed term exclusion) is an extreme step and will only be taken in cases where:

- Long-term difficult behaviour is not responding to implemented strategies and the safety and learning of others is being seriously hindered. In such cases pupils will be considered to have special needs. The procedures for meeting these needs are laid out in our Special Educational Needs and Disability Policy.
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Permanent exclusion may take place when an incident of extreme seriousness has occurred (see above) following the failure of a range of other strategies implemented by the school. The Frome Panel for Excluded and Vulnerable Pupils (PEVP) is normally consulted before this occurs so that additional support can be offered to prevent exclusion. The Frome Learning Partnership, who run the PEVP, is also responsible for arranging a school place or alternative provision for children and young people who live in the catchment area of Frome schools and who have been excluded. The PEVP Panel will work with the school, the child and their parents/carers to agree an appropriate plan to support the child following exclusion.

Bullying

The school has an Anti-Bullying/ Peer-on-Peer Abuse Policy, which is available from the school website or on request from the school office.

Implementation Of The Behaviour Policy

This Behaviour Policy has been written by the governors and staff of Hayesdown First School to manage behaviour in our school. It is owned by staff, pupils and volunteers who, under the direction of the Headteacher, share responsibility for implementing it. If it is to be effective, everyone must adhere to the Behaviour Policy with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. swimming pool, science or technology lessons but the same principles of promoting good behaviour through the policy will always apply.

The Behaviour Policy will be reviewed biannually.

Date adopted by the Governing Body: 13th July 2016

Reviewed: 9th May 2018; 27th Nov 2019; Nov 2021

Signed: *Jon Bengier* Chair of Governors

To be reviewed: November 2023

