

# HUBY CE (VC) PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Aims and Expectations for the Behaviour of Pupils:

At Huby School we take a positive approach to discipline and have very high expectations of behaviour. We regard good behaviour in school as essential for ensuring the safety, happiness and well-being of each child, so that every child can make a positive and valuable contribution to their community and achieve their best. We aim to promote positive behaviour and good manners, whilst discouraging conduct which has negative effects on school life. As a church school, we also promote reconciliation and forgiveness, allowing children to make a 'fresh start'. The school's Moral Code underpins all behaviour-

**"Only my best will do. Be kind to one another."**

At Huby School we:

- Value and appreciate one another irrespective of age, gender, creed or race and acknowledge that everyone has a part to play within our school community
- Have firm and consistent rules and values, allowing us all to have a clear view of what is acceptable and appropriate
- Ensure children are praised and encouraged and given opportunities to succeed
- Develop positive self-esteem and create an environment conducive to promoting positive and supportive relationships
- Encourage children to become independent learners, confident individuals and responsible citizens

Children will be encouraged to:

- Strive to make the positive decision to choose good rather than poor behaviour, increasingly taking responsibility for their own self-discipline.
- Aim to maintain good personal relationships between themselves, other pupils and members of staff, based on mutual **trust** and **respect**.
- Develop a sense of right and wrong, and value **honesty**.

The children will follow 4 golden rules

- **Be thoughtful**
- **Be welcoming**
- **Be respectful**
- **Be truthful**

### Praise and Rewards:

Children thrive under positive praise and rewards for good and thoughtful behaviour will take the form of:

- Spoken praise.
- Stickers/ stamps etc.
- Class tokens (once target has been reached class will choose own reward)
- Certificates awarded in Achievement Assembly.

## **Consequences and Punishments:**

- Non-verbal warning, (A look or gesture.)
- Spoken warning.- 2 verbal warnings will be given, which will then, if necessary, be followed by missed free time.
- Time spent working away from their group.
- Removal from a lesson or activity.
- Verbal feedback to parents.
- Individual Behaviour Plan.
- Exclusion- temporary and permanent.

## **Exclusion**

The school will try and identify and thus intervene as early as possible to address emerging behaviour problems, including those masking underlying learning difficulties or disabilities. However, on rare occasions a child may be excluded in response to serious breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The decision to exclude a child will be made in collaboration with the governing body once all relevant factors have been considered and all available strategies have been exhausted.

The school will follow LA guidelines on exclusion procedures. The Headteacher will arrange a reintegration interview with the child and parents/carers following any exclusion.

## **Restraining Pupils**

The powers of teachers and other staff on the use of reasonable force to restrain pupils are contained within Section 550A of the Education Act 1996. A summary of the relevant section of the Act is set out below:

"Teachers and other persons who are authorised by head-teachers to have control or charge of pupils of pupils may use 'reasonable force' to prevent pupils from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility (10 years old).
- Injuring themselves or others.
- Causing damage to property.
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils."

The school has several guidelines for physical restraint:

- Physical restraint should only be used in exceptional circumstances.
- The physical restraint of a pupil should not be considered as a routine or regular act.
- Where teachers judge that it is necessary to use physical restraint, they should make every reasonable effort to summon assistance as soon as possible and send the red triangle to another member of staff.
- Training (Team Teach) will be provided to relevant members of staff on pupil restraint, when appropriate. Teaching staff trained in Team Teach will, whenever possible, restrain a child until the child can be moved to a safe area.
- Teachers should not feel obliged to intervene where their personal safety or integrity is at risk.
- Incidents of physical restraint will be recorded in the Behaviour Book and reported to the Headteacher and governing body as soon as possible after the time of the incident, and an appropriate consequence will be selected from the discipline plan.
- Parents will be notified as soon as feasibly possible.

- **The Headteacher and all staff will :**

- Promote an 'open door' policy.
- Ensure the policy is implemented.
- Encourage a whole-school approach.
- Keep a record of behavioural incident .
- keep a record of any incident where restraint is used.

**The SENCO will:**

- aid teachers in supporting children with behavioural needs.
- Contact outside agencies when appropriate.

**Governors will:**

- Be well-informed through the leadership of the head teacher.
- Support the staff in implementing the school's behaviour policy.
- Monitor and evaluate the effectiveness of the policy.

**Parents will:**

- Inform the school of any changes in home circumstances that may impact on the child's behaviour in school.
- Feedback to teachers any information about their child's behaviour, so teachers can build on this.
- Approach class-teachers initially over concerns about a child's behaviour. The school needs to be aware of a problem, so it can be dealt with effectively.
- Make an appointment with the Headteacher if a satisfactory outcome to their problem is not achieved by the class teacher.
- Support the behaviour policy by signing the Home-School Agreement to agree to the conditions and guidelines laid down by it.
- Come into school when requested to do so, to discuss their child's behaviour with the class teacher or Headteacher if necessary.
- Make good by payment the damage done to school property caused by their child. This will encourage individual responsibility for maintaining the school environment.
- Act as role-models when in school themselves, encouraging their children to follow the school rules.
- Use their influence on their children to support the school and its staff in requiring care and consideration for everyone.
- Conduct themselves in a reasonable and responsible manner towards staff, pupils and other parents.

**Children will:**

- Follow the rules set down in this policy.
- Be aware of the consequences of good and poor behaviour.

Policy adopted: November 2015

Review date: November 2018