

Hilton Primary Academy



BEHAVIOUR POLICY 2015-2016

Within our Academy, there is an expectation of exemplary behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

Rationale

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation. Our **Home School Agreement** reflects this rationale and covers the aims detailed below...

Aims

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others.
- To guide children to manage their feelings and to take action to avoid conflict.
- To keep all children motivated through systems which reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations.
- To develop social skills which enable children to discuss with their peers difficult and challenging issues.
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference, so all groups feel equally valued.

Guidelines

- All adults (parents, carers, staff) should demonstrate mutual respect as an example to the children.
- There should be a fair and consistent approach to unacceptable behaviour.
- Positive behaviour and good manners should be praised and held in high esteem.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.
- Children should be encouraged to reflect upon their actions.

Promoting Appropriate Behaviour

The academy teaches pupils to use appropriate behaviours:

- ❖ *We do as we are asked and we are kind and friendly*
- ❖ *We look after our academy and respect each other*
- ❖ *We listen carefully and always try to do our best*

- Acknowledge and reward these behaviours and the general contribution made to the life of the academy, as well as academic progress and achievement.
- Ensure all children, parents, carers and staff are aware of what behaviour is expected and what is unacceptable.
- Promote respect and co-operation, consideration, honesty, fairness, good manners, integrity and politeness, friendly and caring behaviours.
- Developing an understanding of individual rights and individual responsibilities.
- Develop an awareness of and strategies for preventing and dealing with discrimination in any form; celebrating differences and diversity.
- Children grow to understand their emerging role as a responsible citizen in a global community.
- Non-acceptance of aggressive behaviours.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Making all children feel safe, happy and secure.
- Effective classroom organisation and management.
- Provision of a challenging and engaging curriculum.
- Establishment of effective relationships.
- Teaching children to work together for the benefit of all, in different groups.
- Children taking ownership of routines; understanding and following their class routines.
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence; children understanding and managing their feelings.
- Teaching children how to deal with / report on cyber bullying.
- Teaching children and supporting them with how to respond to challenging situations and feelings, including explaining feelings appropriately.

More specifically children must be taught:

- To move appropriately around the academy building, as well as outside of the school grounds.
- To be polite to all adults and other children and respect each other.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour.
- To realise that they always have a choice about how they behave, to understand there are consequences for their behaviour that they will have to face.
- To report incidents of bullying behaviour involving themselves or others to a responsible adult.

Children who use appropriate behaviours must be encouraged and rewarded.

Rewarding and praising of good behaviour must be key!

Reward and Sanction Systems

Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour. Hilton Primary Academy has an effective, consistent, age appropriate system in place to reward children for appropriate behaviour and impose sanctions for unacceptable behaviour.

Exceptionally good behaviour will be rewarded with recognition from the head teacher.

Some of the rewards available to children for exemplary behaviour include graduation points, table points, prizes, certificates, attendance rewards, additional golden time, trips out of school, opportunities to represent Hilton Primary Academy, as well as additional responsibilities being given to children, for example, looking after the animals in school and helping younger children in different cohorts.

Dealing with unacceptable behaviours

- All staff to share the same understanding of the requirements of this policy.
- Fairness and consistency must be seen to apply in praising / rewarding good behaviours and punishing unacceptable behaviours.
- Refer repeated misbehaviour to the cohort leader and head teacher for possible further referral to external agencies for advice and support re assessment and behaviour management strategies. Extreme incidents shall be reported to parents.
- Help children deal with conflict by encouraging the development of assertiveness and the use of dialogue and compromise.
- Extreme cases may result in a child being excluded from school.
- In some cases, a behaviour log may be kept.
- Sanctions may include verbal warnings being given, golden time in school reduced, being put on report and / or missed breaks and lunch times.

Inappropriate and unacceptable behaviours

In the case of persistent behavioural problems, the parent / carer will be informed and may also be logged using SIMS or via the class behaviour log.

Extreme behaviour does present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour.

Guidelines

- Remain calm (if necessary give time for child to cool off).
- Ascertain facts; question and reflect with all parties concerned.
- All name calling, especially racial and homophobic name calling, is unacceptable (see Racial and Homophobic Incidents).
- Avoid confrontation.
- Encourage children to think about the effects of their actions.
- If the matter cannot be resolved, it should be escalated via the academy lines of communication and escalation ... teacher; cohort leader; assistant head teacher, deputy head teacher and in severe and / or sensitive cases, the head teacher.

Racial Incidents or Homophobic Incidents

Racial and homophobic incidents, including name calling, are to be reported to the Head Teacher.

BEHAVIOUR – GUIDELINES and PROCEDURES PLAYTIME and LUNCH TIME

Most accidents and most incidents of unacceptable behaviours occur during break periods. Vigilance by supervisory staff will help reduce accidents and incidents of unacceptable behaviour.

DON'T WAIT FOR IT TO HAPPEN, LOOK FOR SIGNS OF DEVELOPING INCIDENTS OR BEHAVIOUR / PLAY LIKELY TO CAUSE AN ACCIDENT AND TAKE PREVENTATIVE MEASURES.

Staff on duty and lunch time supervisory staff should interact with children, walk about the playground and be vigilant. Staff on duty should be in the playground at the beginning of playtime.

Staff not on duty should remain with their class in the playground until the teacher(s) on duty arrive.

The staff on duty should report any serious incidents of misbehaviour by a child to that child's class teacher.

Regular cohort reflection meetings will be held in which to discuss discipline / behaviour and agreed ways of dealing with children presenting behavioural difficulties during play time / lunch time so that a common approach can be developed and implemented.

Procedures for Dealing with Unacceptable Behaviours

1. If a child continues to behave inappropriately after sanctions taken by the teacher they will be referred to their leader. They will be asked about their behaviour, reprimanded as appropriate, and given an explanation why their behaviour is unacceptable. At this point the child will be disciplined by the cohort leader as appropriate and may also be placed 'On Report' for an initial period of 1 week*.

(* At these points a judgement will be made regarding the seriousness of the behaviours presented. If they involve continual disruption of lessons, verbal or physical abuse, bullying or are racially motivated, then the following stages will be applied).

2. Behaviour will be monitored over the following weeks and targets for improvement will be devised. These will be shared with parents and cohort staff.
(If the behaviours relate specifically to playtime / lunchtime then children will miss these for their period on report).

3. Should the problem behaviours continue, the cohort leader should inform the head teacher. These issues will be shared with the child's parents, identifying areas of concern and implementing a joint agreement on behaviour management strategies. **At this point the significant nature of the behaviour will be evaluated to clarify whether it should also be considered a form of Special Educational Need.** The child may be placed on the SEN list at School Action for EBD (Emotional and Behavioural Difficulties) if they have not previously been placed on the register. Pastoral care may be implemented and form part of the child's IEP.

4. Following two reviews of the IEP targets, carried out by the class teacher, a referral will be made to external agencies if improvement in behaviour is not being made. If parents do not agree to an outside agency becoming involved then the school will need to ensure that the parents fully understand that, lack of support for the child will place the school in a difficult position where it is unable to meet the child's needs. Exclusion will need to be discussed with parents.

5. If the child does not respond to the management strategies, pastoral programme, or support given by external agencies, then referral for assessment will be made.

Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support, strategies and intervention measures taken, then this will result in the child's exclusion from the school.

Parents will be informed if a child's behaviour is disruptive over a period of time or if there is a serious incident.

No child or group of children are to be detained after school unless the Head Teacher or Deputy Head Teacher has given their parents 24 hours notice.

No child is to be sent to stand or work outside the classroom unsupervised / be outside the Head Teacher's office, unless agreed, to give the child a chance to reflect.

If a child is sent to another class it should be for a short period of time. They should always be accompanied by another child. It is the teacher's responsibility to request the child is returned to them following the agreed time out. On return, the child should be given an opportunity to apologise.

If a child is sent to the Head Teacher or Deputy Head Teacher, a Teaching Assistant or child should accompany them to ensure arrival.

All staff are expected to follow these guidelines regardless of where / when incidents happen.

Cases of Bullying – See Anti- Bullying Policy

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated.
- Staff will act, and be seen to act, firmly and promptly.
- Support and advice will be provided for the victim.
- In addition to punishment, help will be provided for the bully encouraging empathy with the victim and the development of desirable behaviour.
- Parents / carers will be kept informed as necessary.

Conclusion

Discipline around the academy is everyone's responsibility. Children's positive behaviour should be praised and unacceptable behaviour challenged. A community where everyone feels safe and valued and takes responsibility for their actions will flourish.