



Behaviour Policy

**Reviewed July 2020 (additional COVID-19 Guidance)
To be reviewed July 2022**

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy. We work to the principles of a restorative ethos. This behaviour policy is designed to support the way in which all members of the school can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure.

This policy applies to all children and adults in school and fulfils aspects of the *Every Child Matters* agenda, and underpins the school vision.

Aims

- To keep the school community safe and secure;
- To foster mutual respect and understanding;
- To develop good social skills;
- To promote emotional well being;
- To develop increased self esteem;
- To provide consistency and structure;
- To create a relaxed and enjoyable learning environment;
- To enable effective learning and teaching and raise standards.

Objectives

- To build communities in classes, year groups, Key Stages and across school through Circle Time sessions and value based assemblies.
- To teach children about feelings and emotions; and how these can be affected by the behaviour of others.
- To provide children with the skills to rebuild relationships after conflict has occurred.
- To provide targeted support for those children who find it difficult to conform to behavioural expectations.

Roles and responsibilities of all staff

- To listen
- To lead by example, e.g. treating children with respect.
- To deal with any behaviour issues in a calm and controlled manner.
- To be consistent in dealing with pupils.
- To promote the aims and values of the restorative ethos of school.
- To have high expectations of pupils behaviour.
- To promote high expectations of behaviour within the community.
- To meet the educational, social and behavioural needs of pupils.

Policy into Practice

Thrive Programme

Thrive is a therapy based programme focussing on individual's needs through careful analysis. This ensures that whilst we have sanctions for poor behaviour we are also dealing with the cause of that behaviour.

The Thrive Approach use a developmental model to help us understand how children develop socially and emotionally from birth through to adulthood. This model gives a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives a lens through which to look at and interpret children's behaviour, enabling identification of the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

Hatchell Wood's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning.

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

In the Hatchell Wood community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. We do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned.

The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

The behaviour policy is supported by reward systems which are valued by the pupils and celebrated in weekly assemblies.

Our behaviour strategy is explained to the children by our Thrive statements which are displayed around school.

I thrive at Hatchell Wood by learning to:

- Take care of myself.
I can keep myself and others safe. I am learning to express my feelings in a calm and safe way.
- Have my own views.
I can treat others with respect and understand their feelings and I can problem solve when needed.
- Realise that I am unique and special.
I am learning about my own identity and power and that I have responsibilities as a member of the school community.
- Independently work by myself and also with my friends.
I can ask for help when it is needed, and I can accept the new challenges I face.
- Value learning new skills.
I am also developing my understanding of morals and the need for rules in school.
- Explore, experiment, ask questions and engage in my own learning.

Teaching and Learning

Whole school growth mindset positive behaviours

Growth Mindset	How we can do it
Resilience	<ul style="list-style-type: none">• I can use different resources to help me achieve success.• I can do it!• I can keep going even when it is hard.
Creative	<ul style="list-style-type: none">• I always try to use my imagination and work creatively in every situation.• I can 'think outside the box'.• I can explore new ideas.
Independence	<ul style="list-style-type: none">• I can work by myself.• I know where to go for help if I need it.
Teamwork	<ul style="list-style-type: none">• I can listen to others.• I can share and work well with others.• I can respect others' thoughts and opinions.
Communicate	<ul style="list-style-type: none">• I can express my own opinions but respect the views of others.• I am willing to talk to different people.• I can use different types of communication.
Problem Solver	<ul style="list-style-type: none">• I can work through things.• I can decide what I need to do to finish a task.• I know that I can ask questions.
Reflection	<ul style="list-style-type: none">• I can look at my work and see how I can make it better next time.• I know when I have done well.• I can support my friends in their learning.

Promoting positive behaviour in the classroom

Quality first teaching supports the promotion of positive behaviour. By quality first teaching we mean that lessons are well planned, differentiated for ability and learning styles, use activities that are engaging and challenging, include assessment for learning opportunities and are delivered with pace and enthusiasm. Teaching methods encourage interest and active participation for all, within a challenging and supportive environment. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Generous use of praise is used to encourage good behaviour as well as good work by focussing on positive examples. Wherever possible, transgressions should be dealt with discreetly to maintain the focus on positive behaviour in school. Assertive teaching styles and good relationships are essential in establishing a positive ethos in the classroom, teachers are consistent and respectful in their interactions. When actions have caused harm and consequences have been applied the teacher quickly repairs and rebuilds relationships.

Classroom management and environment

Classroom management and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, layout of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Displays should develop self esteem and raise aspirations through demonstrating the value of every individual's contribution.

Rewards

Rewards are used regularly throughout school and can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. This will:

- Raise self-esteem
- Create a supportive culture
- Enable children to appreciate their strengths
- Enable children to recognise the success of others

Rewards used include:

- verbal praise
- adult/peer acknowledgements
- stickers/stars/stamps
- class rewards
- weekly 'Star of the Week' certificates
- letters home from head
- sent to another teacher with work/Head teacher
- written comments on work
- extra privileges
- displays in class
- celebration assembly
- rainbow cards
- Dojo points

Sanctions and Procedures

If a pupil does not behave in an appropriate way, the following options can be used

Step 1

- Verbal Warning
- Name on Board, then tick (each tick 5 mins off break) (Upper KS2)
- Move photo onto rainy / thunder cloud (KS1) or smiling / non smiling faces (Lower KS2)
- Sent to partner class or a portion of golden time missed (KS1)
- Behaviour Room at Morning Play (KS2)

Step 2

- Children with teacher at play (KS1)
- Miss golden time (KS2)
- Parents contacted for meeting to discuss behaviour
- Behaviour Book for home/school liaison and focus on small steps

Step 3

- With the parents' agreement, the school may call on a number of agencies which are attached to the Local authority. These include the Early Help and the Educational Welfare Service
- The most serious sanction is exclusion for which the Doncaster LA guidelines would be followed.

An exclusion is seen as a last resort after all other attempts to modify behaviour by Thrive intervention, and adjustments within the organisation to meet the needs of the child, have failed.

If the Headteacher decides to exclude a child, to secure the well being and entitlement of other children and staff in school, this will be carried out in accordance with the guidelines from the DFE 'Exclusion from maintained schools, academies and pupil referral units in England'. A copy of which can be found on the school website, requested from the school office or on the DFE website.

Definitions of Unacceptable Behaviour

Minor Behaviour Issues	Major Behaviour Issues
<ul style="list-style-type: none"> • Talking when they should not in lessons, assemblies and lines • Distracting behaviour <i>e.g. fiddling, mumbling</i> • Mindless pushing or tripping • Shouting out • Not being properly equipped <i>eg planners, kit forgotten repeatedly</i> • 'Poor attitude' which includes ignoring, smirking at the adult, deliberately going slowly, making derogatory comments, lying <p>(These may be dealt with as major behaviour issues if they are persistent)</p>	<ul style="list-style-type: none"> • Bullying • Swearing • Physical violence • Aggressive pushing or tripping • Task refusal • Lying • Lack of respect to adults in school • Stealing • Sexual Violence and Sexual Harassment

Sexual Violence and Sexual Harassment 2021 guidance

Hatchell Wood has a 'zero tolerance' towards any acts of sexual violence or harrassment which will be dealt with as a major behaviour issue. At no point should it be dismissed as 'banter'

(References: KCSIE 2021 and the Sept 2021 guidance for Sexual Violence and Sexual Harassment, alongside the Doncaster LA Safeguarding Policy).

'Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or harassing a single child or group of children. It can occur on a continuum and may overlap, and can occur online and face to face (physically and verbally) and are never acceptable. Evidence highlights it is more likely that girls be victims and boys be perpetrators of sexual violence and sexual harassment.'

COVID-19 Specific Behaviour Guidance

If a child is exhibiting behaviours which compromise health and safety with regard to COVID-19 then it should be judged immediately as a major behaviour issue. Sanctions will be an automatic loss of break and lunchtimes to be supervised for a period of time. Children will be given support in understanding why their behaviour is dangerous.

Parents will be contacted in all instances and if the behaviour does not stop immediately they will be sent home.

Behaviours include but are not exclusively:

- Spitting anywhere
- Coughing deliberately at people
- Scratching
- Persistent hugging/grabbing hold of/ being inappropriately close to another child or adult

Equal Opportunities

At Hatchell Wood, every child has equality of access to the curriculum regardless of race, culture, gender, and additional needs. Every effort is made by the school to respect each individual's rights to a broad and balanced curriculum of learning opportunities and activities. We believe that children have the right to their education, and that learning should not be disrupted due to poor behaviour.

Racial Equality

Staff at Hatchell Wood consider ways in which aspects of the curriculum can be used to represent cultural diversity, and reflect our changing community. They ensure that all children are supported where appropriate in their learning of behaviour management strategies.

SEND

It is the responsibility of each teacher to cater for the needs of the children in their class. Learning objectives, tasks and activities, support and intervention strategies will be required to meet those needs. Vulnerable pupils will be recorded on the School Provision Map, and staff will discuss pupil needs and progress with the Inclusion Team who will offer advice and support.

Health and Safety

Teaching and support staff take into account the safety and use of equipment used in lessons, and within the shared environment. Children are reminded of the correct way to use resources, such as scissors, computers, PE and science equipment. Pupils take part in safety awareness talks and are encouraged to report hazards.

Restraint of Pupils

The school follows the DFE guidelines regarding restraint 'Use of Reasonable Force – Guidance for School Leaders, Staff and Governing Bodies'.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- 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;*
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- restrain a pupil at risk of harming themselves through physical outbursts.*

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.*

We have staff trained in de-escalation and positive handling techniques (Good Sense Programme – Jan 2019) and have separate plans for children who regularly dysregulate which identifies potential triggers, techniques or strategies that work most effectively for that child and calming strategies post incident.

Monitoring and Evaluating

Behaviour throughout school will be monitored by all staff, with extreme cases of behaviour being monitored by the Senior Leadership Team. Incidents of poor behaviour will be recorded on the CPOMs system. The pupil voice will be ascertained through discussion with the school council; and this will combine with information gathered from pupil and parent surveys to enable us to establish whether improvements are being made in the school community.

Behaviour Incidents that start out of school

We have had an increasing number of incidents that have started outside of school but have been continuing in school, mostly on-line. Whilst we will deal with the fallout of these incidents if they come into school it is the parents and carers who have the responsibility to ensure that their children are playing appropriately outside of school including on line games and social media.

E Safety

In its simplest terms, **no child in our school is old enough to be on any social media platform** and should only be on gaming platforms such as Playstation and Xbox through family accounts controlled by their parents and carers. If we have an incident with a child that has started through social media, whilst we will sort out the issues within school, we will refer it back to parents to deal with the issues outside of our control.

The **ThinkUKnow** website has a selection of guides to advise on age restrictions for websites and apps, the dangers to children of access to them and how they should be used.

<https://www.thinkuknow.co.uk/parents/Support-tools/How-to-guides/>

What are the Age Guidelines for Social Media?

- **Facebook:** requires everyone to be at least **13 years** old before they can create an account. Creating an account with false info is a violation of their terms. This includes accounts registered on the behalf of someone under 13.
- **Instagram:** requires everyone to be at least **13 years** old before they can create an account.
- **Snapchat:** no-one under **13 years** is allowed to create an account or use the services.
- **Twitter:** you must be at least **13 years** old to use the services.
- **WhatsApp:** Users now have to be **16 years**, raised from 13 this year.
- **Youtube:** no-one under **13 years** is allowed to create an account. Users have to register an account to view age restricted content.
- **Sony Playstation Network:** There are two types of Sony Online Network accounts: Master Accounts and Sub Accounts. You must be **18 years** or older to create and hold a Master Account. Sub Accounts are for children from ages **7 to 17**. **Master accounts are responsible for controlling what sub accounts can access.**
- **Microsoft Xbox Live:** Need to be within a family account which can also be used for logging onto Windows PCs. As the controller you decide which sites and how much access the child has.
- **Fortnite** – PEGI rating age of 12

Lunchtime Behaviour

The purpose of the lunchtime period is to enable children to eat their lunch and enjoy a period of social activity. Some SEN children have tailored individual support plans involving the inclusion staff to ensure they have a successful and happy lunchtime based on their needs.

The guidelines in this document also apply at lunchtime.

Aims

- to encourage children to be co-operative with each other and the lunchtime staff;
- to encourage a social climate in which children and lunchtime staff have a positive experience;
- to encourage a sensible use of leisure time;
- to minimise or prevent the occurrence of confrontations in the school.

Supervision

The supervision of lunchtime is undertaken by Lunchtime Supervisors who are responsible to the Head. Day to day matters of organisation are the responsibility of the Senior Lunchtime Supervisors. From time to time, teaching staff supervise children in a lunchtime activity.

If a child misbehaves in the dinner hall or on the playground the following procedures apply;

- The child is given a verbal warning and told why their behaviour is not appropriate
- If the child continues to misbehave they will be told to stand with a midday supervisor (the reason for this will be recorded in the lunchtime supervisors monitoring book). Occasionally, if lunchtime Supervisors are required elsewhere, children may have to spend a few minutes in a time out area until the member of staff is available again.
- If the behaviour continues then it will be referred to the Senior Midday Supervisor who will decide if a lunchtime report for the next day is necessary (the reason for this will be recorded in the lunchtime supervisors monitoring book) and the teacher will be informed. Lunchtime report involves the child sitting in a quiet area for lunch and walking with a Lunchtime Supervisor on the playground. They will try to allow the child to have an amount of time playing within their vicinity if they are following instructions well.
- If behaviour continues to be poor, despite a lunchtime report, then the senior leadership will become involved.
- If behaviour is violent then Senior Leadership will be involved immediately

Behaviour in the Dining Room

Expectations of good behaviour are clearly communicated to the children by all staff. Care is taken at the start of the year to introduce children to rules about where to sit, collecting food and clearing away. Children are encouraged but never obliged to 'eat everything up'.

Table Manners

We expect all pupils to be polite, respect others, use cutlery correctly (they will be helped and supported with this) and talk quietly. It is important that parents will support the school policy in order to maintain high standards of behaviour.

Indoor Lunchtimes

A selection of videos and DVDs suitable for classroom use will be available at lunchtime for the lunchtime staff to share out and supervise.