



Behaviour Policy

2021-2022

Governors Meeting	15 February 2022
Review	September 2022

The behaviour policy sets out: values we hold as important; the role of staff and parents; ways in which we will encourage and reward good behaviour and discourage behaviour that does not support our School Promises.

Objectives:

- To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
 - To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion

School Values

The Christian values our school holds are:

- Compassion
- Trust
- Justice
- Perseverance
- Truthfulness
- Courage
- Service
- Generosity
- Thankfulness
- Friendship
- Forgiveness
- Respect

We also use the Huxley High FiveRs to promote and celebrate positive learning attributes. These are **R**eflectiveness, **R**esilience, **R**esourceful, **R**esponsibility, **R**easoning

Our school will not accept any behaviour which prevents others from feeling safe or being able to learn.

Roles, Rights and Responsibilities

In order to achieve our aims and objectives, we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

Role of Teaching Staff

Staff will:

- Create a calm, welcoming classroom and organise the classroom in a way that encourages successful learning
- Agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- Ensure the school code of conduct and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- Have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- Arrive in class on time
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- Inform parents about expected behaviour and seeking their support
- Avoid use of confrontational language
- Use praise effectively and purposefully
- Ensure all children are noticed and receive attention in class
- Treat each child fairly and enforce the rules consistently
- Treat all children with respect and understanding
- Ensure all adults working with children with Social, Emotional, Mental Health (SEMH) are informed of individual challenges and strategies
- Allow children to express their views and feelings and seeking to extend their understanding of relationships through the Jigsaw PHSE and RSE curriculum
- Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- Liaise with external agencies, support teachers, midday staff, parents and the Headteacher as necessary to support and guide the interests of the child
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- When a child with a specific behaviour management plan (IBP) transitions to another class, we ensure that information is passed on during times of transition

Role of Parents

Parents should undertake to:

- work in partnership with the school to support their children's learning and development
- ensure that pupils arrive at school on time and in school uniform
- ensure that pupils are collected from school at the appropriate time and that school is
- Informed of any changes to normal pick up routine
- support the school's rules, values and Christian ethos
- make an appointment with the class teacher to discuss any concerns regarding the behaviour of your child or any other child
- inform the school of any concerns, grievances or positive comments they may have

This is achieved through the Home School Agreement and forms part of our Memorandum of Understanding

The Role of Governors

- Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Headteacher in carrying out these guidelines
- The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
- Be involved in the development of the policy in accordance with the stated aims of the school
- Be informed about the successes of the policy in maintaining high standards of behaviour
- Ensure that the school has a behaviour and discipline policy
- Support staff in implementing the policy
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

The Role of the Teaching Assistants and support staff

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate when sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Being aware of procedures for giving directions about tasks and reinforcing them
- Teaching children about behaviour skills and self-regulation
- Reassuring, re-focusing and reaffirming tasks set for children
- Fulfilling roles identified within EHC plans for children
- Support children with SEMH, using agreed strategies
- Having high expectations of children
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- Responding to children's needs swiftly
- Observing children and informing class teachers and/or the Headteacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes towards others, the environment, property and equipment

Rewards

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. We want to praise and reward children for their excellent behaviour.

Good behaviour and work is rewarded in many different ways, taking account of the age of the child. Rewards may include some of the following:

- praise within the class;
- informal talks to parents;
- 'Huxley High FiveRs' assembly;
- prominent displays of children's work;
- taking work to the Headteacher or sharing good behaviour / attitude with other members of staff

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle.

In this school our main reward system is:

The Huxley High FiveRs Award- this is a badge that the children collect for showing a learning attribute attributed to the 5 key skills/attributes.

Children who have shown the positive attribute of **Reflectiveness, Resilience, Resourcefulness, Responsibility, Reasoning** will be entered in to the High FiveR book. This can be 'spotted' by any member of staff or visitor to the school.

Sanctions

We believe that it is important to make clear that wrong choices of behaviour are unacceptable. Pupils should learn to expect fair and consistently applied sanctions when deserved.

For minor offences the following daily sanctions may be appropriate (each day would see a fresh start for every child):

- A friendly reminder by the class teacher of the correct choice.
- Reflection time/ reflection resources
- Discussion with parent if it was felt necessary at this point

For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers.

If a child misbehaves in a certain way or chooses to continue not to make the right choice:

- A phone call to parents will be made to explain what has happened.
- If there are three incidents of the same nature the parents will be invited to discuss the incidents and a way forward with the class teacher.
- If the behaviour continues, the parents will be invited to discuss the incidents and a way forward with the Headteacher and class teacher and a plan to be drawn up to support the child's behavioural needs if appropriate

These steps may be escalated in a crisis situation.

In appropriate circumstances and if everything else has proved ineffective the Headteacher retains the power to exclude a pupil from the school. [The Education and Inspections Act 2006]

We recognise some children may not respond to our usual school behaviour system and in order to meet their needs we will seek professional advice and additional strategies will be put in place as necessary.

The use of force to control or restrain pupils

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act. If such a situation arises the incident will be recorded and parents will be informed. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil. All CPOMs records should include the body map record sheet if such an incident occurs.

Sexism and Sexual Harassment

At Huxley, we want everyone to feel included, respected and safe in our school.

We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on their sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour.

If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like. This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- The class teacher and Headteacher records incidents on CPOMs, where a child is sent to them on account of seriously bad behaviour.
- Records of any incidents that occur at break and lunchtime are recorded on CPOMS
- The Headteacher keeps a record (on CPOMs) of any pupil who is internally, fixed term or permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews the policy every year. They may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. It will be used to promote community cohesion. It will be used to encourage learning behaviour within lessons.