



Elvetham Heath Primary School

MANAGEMENT OF BEHAVIOUR POLICY STATEMENT

Principles

At Elvetham Heath Primary School we believe that teaching pupils the core virtues of respect, responsibility, perseverance, honesty and kindness are an important part of the curriculum and our positive school ethos. We believe that these are skills which can be learnt, particularly if we work together with parents to achieve our goals. We believe that everyone in school has the right to be treated as an individual and with respect.

Children's positive behaviour makes a strong contribution to good learning in lessons. Good relationships are vital to the successful working of the school and we expect children to be very supportive of each other in lessons and to show great consideration of each other's interests around the school. We value achievements of every kind - academic and non-academic, and we believe that everyone should have equal opportunity to achieve their potential. We also believe that children respond well to high expectations. In our school we expect everyone to work hard and give of their best, to set consistently high standards for themselves so that they need only rare guidance from staff about how to conduct themselves.

Code of Conduct

At school, children will be expected to develop self-discipline, to have regard for other children and adults and to develop respect for their environment.

Specifically this will mean:-

- Showing **respect** - being helpful, respecting property of others, **caring** for their own belongings, being thoughtful and considerate, letting others enjoy school, and treating adults in a **friendly, polite** and **respectful** way.
- Behaving in a **responsible** way - responding appropriately to instructions, showing self-control and self-discipline, behaving in a quiet and orderly way within the school, behaving in the playground in a safe, sensible and controlled manner, being **co-operative** and attentive in class.
- Observing good manners - being polite and **courteous**, saying please and thank you. Treating others with **kindness** and in a way that you would like to be treated.
- Being **motivated** - understanding and reacting positively to expectations, making the most of their learning opportunities at school and allowing others to do the same.
- Showing **perseverance** in their learning, sticking at challenges and developing a growth mindset.
- Being **honest** in words and actions.

Expectations

Creating a positive learning climate is a responsibility shared by parents, staff, pupils and governors who have high expectations of each other at Elvetham Heath Primary School.

We expect parents to:-

- equip their children appropriately for school,
- support the school's policy on behaviour,
- ensure their children attend school regularly and are punctual,
- make sure their children obey the code of conduct before school starts and at the end of the school day whilst in their care,
- inform the school when their children show differences in behaviour, or behave unusually at home,
- talk regularly to the teacher about their child,
- encourage their children and show interest in their achievements and behaviour in school.

We expect staff to:-

- implement an agreed approach to the rewarding of good behaviour to ensure a consistency of approach
- deal with problems arising from unsatisfactory relationships between children, in a sensitive and positive manner,
- apply age and developmental appropriate sanctions in response to unacceptable behaviour, explaining their reasons to the children,
- maintain good discipline within the classroom,
- motivate the children to do well through positive praise and encouragement,
- provide interesting and appropriately challenging tasks in the classroom,
- inform parents of any changes in their child's behaviour at an early stage,
- be available to discuss children's progress at the soonest mutually convenient time.

Encouraging good behaviour

We promote good behaviour by:

- emphasising and recognising positive and virtuous behaviour
- making positive remarks about everyday acts of kindness,
- encouraging older children to look after younger children,
- devoting teaching time to issues of mutual respect,
- drawing good behaviour to the attention of parents,
- giving rewards.

Rewards

We aim to be positive in our approach and to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.

Rewards include:

- first and foremost, verbal rewards: "Good", "Well done", "Superb", expressions from an adult,
- stars, stickers and smiley faces on work,
- house points
- certificates: handwriting, swimming, musical proficiency, cycling, sporting events.
- Star of the Week medals and certificates (display in entrance) which are linked to a cycle of different virtues. The school core virtues are focused on at the start and end of every year.

Sanctions

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective should always be used. Children need to know what they have done that is wrong and need to be given the opportunity to make amends. Sanctions should be applied in a way that maintains self-respect. Whole group sanctions should be avoided.

Sanctions include:

- withholding privileges (these do not include particular lessons e.g. art/games/music)
- missing part of playtimes
- walking round under the close supervision of the lunchtime supervisor
- “Assertive Discipline” strategies in the classroom (clearly understood, consistently applied sanctions attached to certain behaviours),
- letter to parents, regular meetings with parents,
- lunchtimes spent at home,
- writing a letter of apology where appropriate,
- behaviour management records.

Opportunities

We create opportunities for children to develop a sense of shared values and a moral code through:

- collective worship
- assemblies,
- personal and social education,
- teaching Religious Education,
- example set by adults working in the school,
- classroom “rule setting” at the beginning of the year,
- educational drama and role play,
- collaborative problem solving activities.

Bullying

Bullying or cyber bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault, and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults.

The school takes bullying very seriously and will respond assertively to any such behaviour and this policy should be read in conjunction with the school’s Anti-Bullying Policy.

Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be dealt within the agreed procedures of discipline, and encouragement of good behaviour. Where necessary either child’s parents will be involved. Persistent bullying may result in a pupil’s exclusion.

Racial Harassment

A racist incident is any incident which is perceived to be racist by the victim or any other person. (Definition used by most Children Services and other agencies, public and private)

No level of racial harassment will be tolerated. Any such incidences will be referred directly to the Headteacher or Deputy Headteachers, who will record the incident using Hampshire Bullying and Racist Incident Form. The form will be copied and filed in the relevant pupils’ files alongside the Incident Forms folder which is held in the office. All pupils involved will be interviewed, and parents informed. An annual summary of racist incidents will be reported to the Local Authority by Governors. Persistent racist behaviour may result in a pupil’s exclusion.

Restraint

When dealing with challenging pupils, there may be circumstances when physical contact in the form of restraint is necessary. Restraint may be justified to prevent a pupil injuring themselves or others, or damaging property (The Criminal Law Act, 1967, The Children Act, 1989). Restraint in such circumstances may include:

- physically standing between pupils,
- leading a pupil by the hand or arm, or by gentle pressure on the centre of the back,
- standing in the way of a pupil,
- holding, pushing or pulling.

If ever restraint is used the Headteacher and the parents will be informed and the incident recorded on a Restraint Incident Report Form.

Please see the ‘Guidelines for Physical Restraint’ for further details.

Support for staff

It is recognised that dealing with behaviour difficulties can be stressful for staff and it is not always easy to ask for help. We believe that dealing with difficult behaviour is the collective responsibility of all staff in the school not just the teachers immediately concerned with a child, and we expect all staff to be supported by the parents.

Where poor behaviour is difficult to manage in the classroom or on the playground, the Headteacher will become involved. This may mean referring the child directly, or providing support and advice for the staff involved.

Staff Responsibility and Monitoring

In accordance with the statements in this document:

All staff will have responsibility for the management of classroom behaviour, and share responsibility for the behaviour of children around the school.

- Lunchtime staff are expected to manage and support behaviour at lunchtimes.
- The Headteacher will support and monitor pupil behaviour at all times, and will liaise with staff and parents whenever required

This policy will be monitored bi-annually and reviewed by the Leadership Team and Governing Body.

Exclusion

Where a child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:

- physical assault,
- verbal abuse and threatening behaviour,
- bullying/cyber bullying
- racist abuse,
- sexual misconduct,
- drug and alcohol related abuse,
- damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the school rules is also reason for exclusion. When exclusion is used, there will be full consultation with the Local Authority.

Ratified by FGB: February 2017

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