

Behaviour Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Promoting Positive Behaviour

Our school values, which are agreed by pupils, staff, parents and governors, allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression.



Rationale

Hadley Wood is a 'values' school. We believe that the establishment of a sound learning environment, both within and outside the classroom, is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupils and between pupils themselves. We believe that it is crucial for parents to espouse the values of the school and also to model appropriate behaviours.

Aims

- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a confident, capable and caring school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting expectations of behaviour within the school
- To encourage pupils to manage their own behaviour effectively while respecting the rights of others
- To ensure that all stakeholders recognise that there will be consequences for inappropriate behaviour
- To develop pupils' awareness of a variety of values, selected by all stakeholders, and to give children the vocabulary to discuss behaviours in these terms
- To support the school's inclusive ethos by considering how pupil's additional needs will manifest in terms of their behaviour and ability to understand our values and expectations.



Managing positive behaviour

We believe that good behaviour should be automatic and is the responsibility of the individual. Positive behaviour should be demonstrated by all those associated with the school. We accept that, at times, individuals will deviate from expected standards of behaviour. This normally falls into four areas:

- 1) High spirits, resulting in a lack of judgment or consideration for others - this can usually be dealt with swiftly by a look or calm conversation.
- 2) Break down in the relationship between pupils, resulting in a negative response from one or both pupils – this usually requires a more considered conversation and may result in a time out to give pupils an opportunity to reflect and for adults to 'unpick' the situation.
- 3) Failure to espouse the school values, resulting in lack of respect for others, disruption and in the worst cases, bullying, which is dealt with in the 'Anti-bullying' Policy'. Failure to espouse the values is the most serious breach of the positive behaviour code. Incidents will be dealt with on an individual basis to allow an appropriate response to the situation. Where appropriate, parents will be informed of the incident and the outcome. The school reserves the right to suspend pupils who persistently defy the code in this manner or, in the case of a parent, to ban them from the school site.
- 4) When the pupil has an additional need which make it difficult for them to regulate their own emotions, reasoning or behaviour.

Responsibilities

The School: The Governors have a responsibility for setting the ethos of the school and the Senior Leadership Team has overall responsibility for supporting staff in achieving positive behaviour. The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing expectations of positive behaviour as outlined in the DFE publication Behaviour and Discipline in Schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the whole school. Where the pupil has additional needs, we recognise that they may need the support of adults and the understanding of other pupils.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour and they model appropriate behaviour in their dealings with the school. We ask that parents support their children in understanding that all children are not the same and that some processes may be altered to accommodate pupil's individual additional needs.

Rights

The School: The Governors have the right to visit the school and observe positive behaviour in practice. The Senior Leadership Team has the right to expect that all staff will model appropriate behaviour. The school staff, both teaching and non-teaching, have the right to expect the respect of their pupils.

Pupils: Pupils have the right to be safe and to be heard, irrespective of any additional needs.

Parents: Parents have the right to expect their children to be safe. They should expect concerns to be heard and addressed where appropriate. They must understand that, to be intelligent, we cannot use a 'one size fits all' approach when dealing with individuals with differing needs and life experiences.



Positive Behaviour Strategies

Awards cover all aspects of school life, so it is possible for all children to achieve a school award:

- Awarding values, achievement and star of the week certificates, table/group points, house points, Dojo points, Values awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour
- Nomination of pupils at whole school achievement assembly
- Discussing whole school behaviour issues at School Council meetings
- Use of Peer Mediators and Buddies to deal with minor altercations within the school
- Whole school assemblies on moral and social issues
- Discussion and implementation of aspects of Citizenship within the classes
- Staff using praise as a sincere and prompt response to positive behaviour or achievement
- Setting of personal targets for improving work and/or behaviour
- Resilient children – emotional literacy programme for individual children
- Availability of the staffed nurture room at lunchtimes where children can withdraw if they find the playground overwhelming



Sanctions used for negative behaviour

- Calm verbal warning and reinforcement of correct course of action by member of teaching or support staff
- Change in seating arrangements within the classroom
- Time Out during break-times
- Writing letter of apology
- Pupil discussion with the Head, Deputy or Assistant Head
- Record of incident in incident log folder/appropriate incident forms
- Notice to parents of unacceptable behaviour
- Interview requested with parents and pupil
- Individual Targeted Behaviour programme and/or home–school diary set up
- Advice is sought from outside agencies e.g. Behaviour Support Service, Educational Psychologist
- Internal exclusion

Procedures for dealing with major breaches of discipline

- Exclusion – reference will be made to the Local Authority advice on how to proceed.
- If pupil/parent does not meet the conditions of the school, or fails to return on agreed date, then the Headteacher will involve the Education Welfare Officer

Where a pupil has a significant additional need that puts them in breach of our behaviour Policy advice will be sought from the relevant professional service. This is in accordance with the Equality Act 2010.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Incident logs

A variety of different logs are kept in schools. There are logs to record the following:

- Misdemeanors that require more than a simple discussion with the child's own class teacher
- Any incident involving a child, or anyone employed at the school, which results in personal injury
- Theft or damage to property
- Any contact about pupil from outside agencies
- Aspects of bullying or racism

All logs are dated, indicate people involved, relevant information and action taken. Incidents of proven bullying and racism are recorded on 'Anti-bullying and anti-racist' incident form and occurrences are reported to Governors and forwarded to the Local Authority. The log is held by the Deputy Head, with serious incidents on the Management Information System (ScholarPack). These are reported to Ofsted in the event on an inspection.

Use of Physical Restraint

If a pupil becomes physically aggressive towards another pupil, or member of staff and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or him/herself or damage property, staff may use acceptable level of restraint to part the bodies involved or prevent the pupil from self- injury. No further attempts should be used to physically restrain the pupil unless staff have been specifically trained for that purpose (a list of 'Approach' trained staff is available in the office). The Headteacher should be informed of the incident immediately and parents/carers or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to Local Authority Guidelines.

Monitor and review of policy

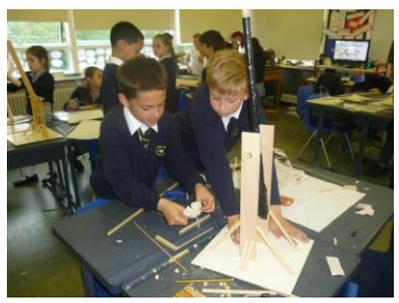
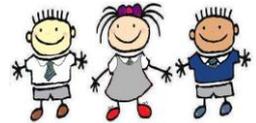
This policy has been drawn up in consultation with Class Representatives and the Governor Curriculum Sub-Committee. It will be monitored and reviewed regularly. Policy written: April 2018.

Accepted by the Governing Body

Review: April 2020

This policy document should be read in conjunction with the policy documents for:

- Equalities
- SEND Information Report
- Learning and Teaching
- Health and Safety



**Confident
Capable
Caring**

