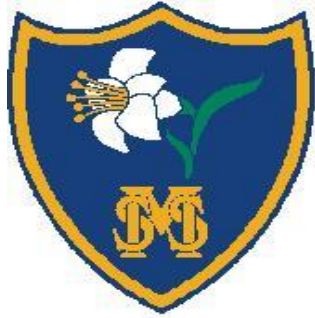


Haddenham St Mary's CE School



Behaviour Policy

We want all children and their families to feel welcome and happy at Haddenham St Mary's. We are a hard working school and expect high standards from our pupils in terms of both work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise their full potential, in a secure, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened.

We believe education is a partnership between home and school; teachers, parents, carers, pupils and Governors need to work together to encourage and maintain a positive approach to learning with consistent, clear and fair behaviour management processes will encourage good behaviour which is essential if effective teaching and learning is to take place.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims for behaviour at Haddenham St Mary's

- To encourage children to think about their behaviour and learn self control using the school's Core Values to help them. Our Core Values are: respect, honesty, forgiveness, love, compassion and friendship.
- To give children opportunities to take decisions about their work and play, enabling them to learn about responsibility, resilience and independence.
- To teach children politely and fairly, so they also learn to be polite and fair.
- To teach children to respect other people, property, beliefs and feelings - essentially to respect difference.
- To praise and reward effort, achievement, good behaviour and positive attitude.
- To involve parents and carers in all aspects of school life, including the impact of their children's behaviour on teaching and learning.

Roles and responsibilities

The Governing Body (GB)

The GB is responsible for reviewing and approving this policy. The GB will also monitor the policy's effectiveness, holding the Headteacher to account for its implementation. Please see the Written Statement of Behaviour Principles in Appendix 2.

The Headteacher

The Headteacher is responsible for consistently implementing this policy across the school, providing support and training to staff as required.

The Headteacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school
- Ensure that all school staff, pupils and parents are aware of and comply with this policy
- Create an ethos that makes everyone in the school community feel valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved within the school
- Promote self-discipline and proper regard for authority among pupils
- Discourage all forms of bullying among pupils by encouraging good behaviour and respect for others
- Ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour
- Ensure school rules (Sparkling Rules) are displayed around the school and are understood by everyone and are applied consistently and fairly by school staff
- Ensure school staff apply this Behaviour policy consistently

- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved with the school
- Model behaviour that they expect to see from all school staff
- Ensure staff are trained in the Norfolk Steps principles
- Ensure the health, safety and welfare of all children in the school.

Staff

Staff will:

- Implement the behaviour policy consistently
- Model and encourage positive behaviour and respect for others
- Provide a personalised approach to the specific behavioural needs of particular students
- Record behaviour incidents
- Praise good behaviour and good work
- Apply all rewards and sanctions fairly and consistently
- Promote self-discipline amongst pupils
- Deal appropriately with any unacceptable behaviour
- Stay calm when dealing with unacceptable behaviour
- Discuss pupil behaviour and the management of behaviour regularly at staff meetings
- Attend periodic training on behaviour management
- Maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

Norfolk Steps Training

We follow the Norfolk Steps Training ensuring that all staff are trained in the programme and apply the principles in it which are:

- The importance of ethos and policy
- The importance of consistency
- Internal and external discipline
- The importance of relationships
- Conscious and subconscious behaviour
- How experiences and feelings affect behaviour
- The language of de-escalation
- The need for planning
- Punishment and consequence
- ‘Duty of Care’ around harm
- Appropriate physical intervention strategies
- The importance of restorative approaches and conflict resolution.

Pupils are expected to:

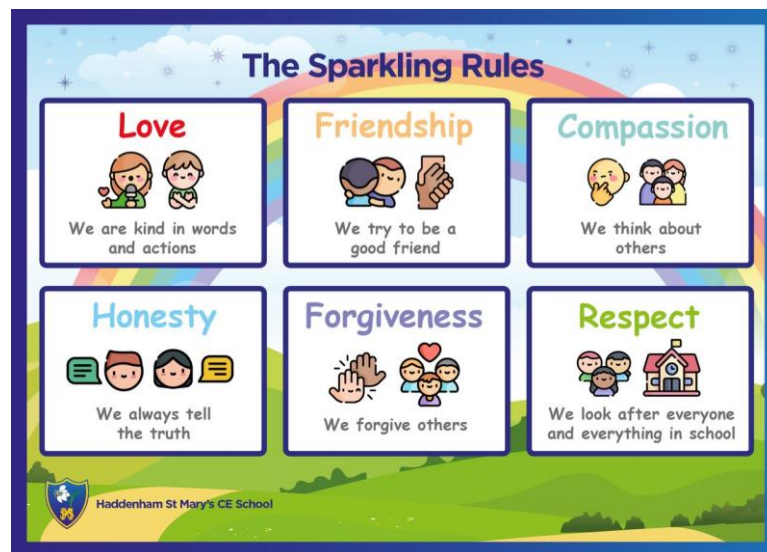
- To follow the school’s Sparkling Rules (see below)
- To be polite to teachers, support staff, other children and visitors and to respect the authority of the adult in charge
- To listen to adults and each other and consider each other’s feelings
- To walk about the school quietly and calmly
- To take a positive role in all classroom activities and to “try their best” in everything they do
- To be patient and wait their turn to talk to members of staff and to each other
- To value each other’s work
- To work and play co-operatively with each other
- To tell the truth, take responsibility for their behaviour and not to make excuses (“they told me to”)
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals the need to change behaviour or mood

- To care for the school environment and equipment and report any damage they see
- To feel responsible for creating a good impression of themselves and the school both within and outside the school, including remembering to walk through the churchyard in a quiet and respectful manner.

Haddenham St Mary's School rules

We have rules to make the school a fair and safe place for all children. These are known as 'The Sparkling Rules' and are linked to our Core Values, displayed prominently around school and discussed regularly with the children.

The Sparkling Rules are based on the principles that teachers have the right to teach, children have the right to learn, and that all children can behave well. All classes begin the year agreeing a code of conduct for their classroom. The Sparkling Rules apply to the whole school community:



Zones of Regulation

We encourage children to try and regulate their feelings and emotions by using the 'Zones of Regulation.' These are 4 coloured zones of feelings and energy which children can refer to and use to express how they are feeling. We refer to these throughout the day and we have resources for each zone available in classrooms. We support children to understand how their mood is affecting their behaviour and support children to move out of negative learning zones so they are ready to learn and engage.

Rewards For Good Behaviour

We aim to recognise good behaviour publicly in the classroom, during Collective Worship, around school at lunch and break times and on educational visits. Emphasis is placed on how desirable such behaviour is both for the individual and also for the ethos of the school. Children's behaviour in the classroom is managed by moving on the Sparkling ladder and then receiving a reward. Every child starts each day on 'ready to learn'. The can then be moved up in increments during the day to 'good choices' 'great job' and 'dazzling diamond' for following the Sparkling Rules and behaving well or working hard. These have positive rewards attached to them. If children do not make a good choice during the day then they can be moved first to 'reflect' then 'make better choices.' These both involve time to reflect.

The Sparkling Rules provide a framework for positive behaviour supported by the weekly 'sparkling star' award, diamonds in the jar, lunchtime awards, table points, stickers and praise. Golden Time is earned by following the Sparkling Rules. There is also a 'Top table' award for good behaviour in the lunch hall.

Sanctions for Poor Behaviour

If a child displays undesirable behaviour they are immediately reprimanded by the responsible adult. A discussion follows when it is explained to the child why the behaviour displayed is unacceptable. Each child has the right to reflect and take responsibility for their own behaviour following the steps on the sparkling ladder if needed.

We treat all children fairly, following the consequences logically, and take account of individual children's needs. We identify vulnerable children in advance and use SEN processes to identify barriers that may make it difficult for them to follow and understand particular school rules. We plan how to overcome these barriers working with all staff and the parents of the child. Adults will always refer to the consequences when reprimanding children and act accordingly.

If the unacceptable behaviour recurs a more senior member of staff is involved. Parents will be notified if necessary. Children who misbehave will be reprimanded, supported to understand why their behaviour was unacceptable and may lose privileges. If behaviour continues to cause concern the Headteacher and SENDCo may request the advice of outside agencies or they may write an individual behaviour plan.

A rewards and sanctions plan is in place - please see appendix 1.

Pupil support for challenging behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Headteacher and SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, medical practitioners and/or other professionals, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Internal time out

When a child repeatedly disrupts the learning and teaching in their classroom, having been given warnings and the consequences have been used, they may be given an internal time out. This is where the child will be removed to a senior member of staff, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play, or any special activity that their class teacher may have arranged.

Formal fixed-term suspensions and permanent exclusions (Following Buckinghamshire Council Children's Services Exclusions Guidance September 2020 based on the September 2022 DfE Exclusion Guidance)

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. This will only ever be taken as a last resort strategy. The decision to suspend a pupil will always be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics.

If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Management Plan or a Pastoral Support Plan (PSP) will be drawn up for the pupil. Timelines are not stipulated as each case is to be considered on its own merit. Suspended pupils will be enabled and encouraged to participate at all stages of the suspension process, taking into account their age and ability to understand.

For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of a managed move to another setting.

Permanent Exclusion

We follow these permanent exclusion guidelines:

- We will not exclude unless the conditions specified in the DfE guidance have been met as
- a last resort,
- in response to a serious breach or persistent breaches of the school's behaviour policy;
- **AND** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see the Use of Force to Control or Restrain Pupils policy.

Pupil transition

To ensure a smooth transition to the next academic year group, pupils have transition sessions. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be shared with relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

Responsibility for monitoring and reviewing

All staff and Governors have a responsibility to monitor and review this policy. It will be evaluated and reviewed as a minimum annually to ensure its continued validity.

HSM Behaviour plan

Always remember '*Excellence, Care and Fun for All*' and reinforce the Sparkling Rules at all times

Use the behaviour display/sparkling ladder display in classrooms as a visual representation to children

Each day is a 'new start' with children and all children start on 'Ready to Learn'

Rewards

- Verbal praise
- Move up sparkling ladder in classroom
- Diamond in the jar
- Reward sticker
- Visit to Headteacher/SLT for praise/reward sticker
- Certificate in Sparkling Star Collective Worship



Sanctions

- Verbal reprimand
- Move on sparkling ladder in classroom
- Time out to reflect
- Miss some of breaktime/lunchtime
- Headteacher/SLT informed and then parents made aware



Appendix 2:

Written statement of behaviour principles

We believe this written statement should be a working document that is fit for purpose, represents the Haddenham St Mary's CE school ethos, enables consistency and quality across the school and is related to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

The purpose of this statement is to provide guidance for the Headteacher in devising the school's Behaviour policy by stating the principles which we expect to be followed. The policy aims to:

- Underpin our duty of care to students and school staff
- Promote teaching and learning
- Achieve high standards of attainment
- Preserve the reputation of the school.

We have worked closely with the Headteacher, school staff, parents and pupils in order to ensure that the principles are both relevant and appropriate for the standard of behaviour that we expect.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We expect the Headteacher, when writing the Behaviour policy, to include the following principles:

- To promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, safe, secure and free from all forms of anti-social behaviour.
- To ensure school personnel consistently apply the Pupil Behaviour policy and maintain regular classroom routines.
- To encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm.
- To ensure any form of low-level misbehaviour during lessons is not accepted as we want pupils to achieve their full potential in a happy, stimulating and ordered school environment.

- To have high expectations of pupils' behaviour and conduct; this must be applied consistently and fairly.
- To ensure pupils have a positive attitude to their education; are committed to their learning; know how to study; are resilient to setbacks; take pride in their achievements; attendance and punctuality is good.
- To ensure relationships between pupils and school personnel reflects a positive and respectful culture.
- To ensure school staff and pupils have created a school environment where all forms of bullying are not tolerated.
- To ensure school staff deal with incidents of bullying quickly and effectively and to work hard to prevent bullying from spreading.
- To support the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.
- To ensure all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.'
- To ensure parents are aware that they have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.
- To be an inclusive school where all members of the school community are free from all forms of discrimination.
- To have in place clear concise school rules which are understood by everyone and are applied consistently and fairly by school staff.
- To have in place a range of clearly defined rewards and sanctions that encourage good behaviour and are applied consistently and fairly by school staff.
- To ensure pupil exclusions are only used as a last resort.
- To have in place a 'Home-School Agreement' that outlines the responsibilities of pupils, parents and school personnel with respect to pupils' behaviour.
- To ensure pupils with special educational needs and disabilities and looked after children, receive behavioural support according to their need.
- This written statement of behaviour principles is reviewed and approved by the Curriculum and Standards committee.