

# Haddenham St Mary's CE School



## Behaviour Policy

Date agreed by <b>Curriculum and Standards Committee</b>	<b>23<sup>rd</sup> Sept 2024</b>
Date to be reviewed (maximum <b>36</b> months after date above)	<b>September 2024</b>
Date adopted by Governing Body	<b>22<sup>nd</sup> October 2024</b>
Governors Committee accountable for review	<b>Curriculum and Standards</b>
Staff member accountable for review	<b>Headteacher</b>

## Introduction

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 encouraging good behaviour which is essential if effective teaching and learning is to take place.

The HSM Behaviour Policy supports our vision statement of: 'Excellence, Care and Fun for All'.

It is underpinned by our commitment to our Christian values, which were agreed in collaboration with all stakeholders, of:

- Respect
- Honesty
- Forgiveness
- Love
- Compassion
- Friendship

HSM seeks to support pupils across the full range of abilities and from all backgrounds and will endeavour to provide opportunity at all times; this principle is our commitment to 'inclusion'. Every member of staff has a key role to play in helping our children achieve and learn by always modelling positive behaviour and consistently applying rewards and sanctions.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. As a school community we have a commitment to promote equality and ensure this policy aligns with the Equality Act 2010.

This policy is based on advice from the Department for Education (DfE) on [Behaviour and discipline in schools](#) and also takes in account the [special educational needs and disability \(SEND\) code of practice](#).

It should be read in conjunction with the following HSM school policies:

- Anti-bullying
- Attendance
- Child protection
- Online Safety

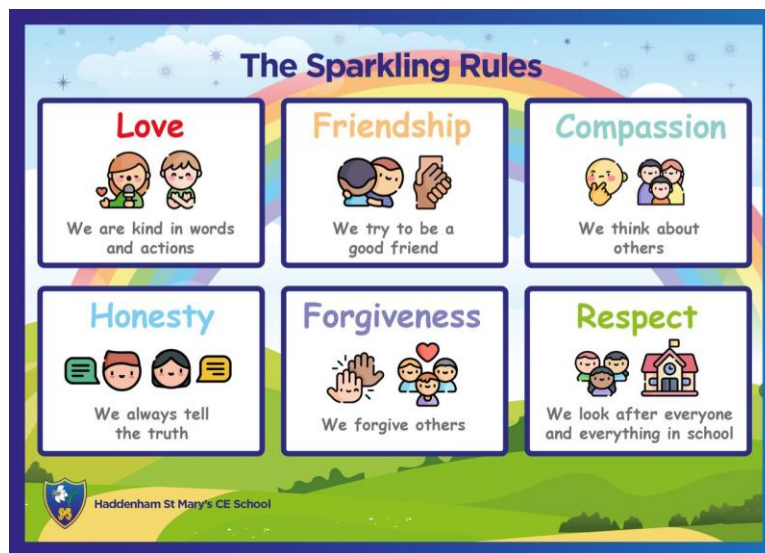
## Aims for behaviour at Haddenham St Mary's

- To encourage children to think about their behaviour and learn self-regulation
- 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 respecting difference
- To praise and reward effort, achievement, good behaviour and positive attitude
- To support children in understanding why some behaviours are unacceptable
- To involve parents and carers in all aspects of school life, including the impact of their children's behaviour on teaching and learning.

## 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 Christian 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'. They 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, they may be moved first to 'reflect' then 'make better choices.' These both involve time to reflect on their behaviour.

The Sparkling Rules provide a framework for positive behaviour supported by the weekly 'dazzling diamond' 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 (referred to as reasonable adjustments) 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.

**Please see Appendix 1 for our rewards and sanctions behaviour plan.**

### **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, including those with SEND.

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 behaviour needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. When pupils have additional needs that affects how they behave in school we will work with parents to create an individualised behaviour 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.

### **Fixed-term suspensions and permanent exclusions**

While such sanctions are very rare at HSM, any applied following serious breaches of this Behaviour Policy will follow Buckinghamshire Council Children's Services Exclusions Guidance and the current DfE Suspension and Exclusion Guidance.

### **Examples of serious behaviour breaches**

The following are examples but not an exhaustive list of serious behaviour breaches:

- Persistent disruption to learning
- Repeated and deliberate intent to hurt others
- Significant or repeated damage to property.

### **HSM Expectations and Responsibilities**

**Pupils are expected to:**

- Follow the school's Sparkling Rules
- Be polite to staff, other children and visitors and listen to the adult in charge
- Respect and listen to adults and each other and consider each other's feelings
- Walk about the school quietly and calmly
- Be positive in all classroom activities and to "try their best" in everything they do
- Be patient and wait their turn to talk to members of staff and to each other
- Value each other's work and work and play co-operatively with each other
- Tell the truth, take responsibility for their behaviour and not to make excuses ("they told me to")
- Say sorry when they have misbehaved or hurt someone and to understand that this word signals the need to change behaviour or mood
- Care for the school environment and equipment and report any damage they see
- 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.

#### **Staff will:**

- Praise good behaviour and good work
- Model and encourage positive behaviour and respect for others
- Apply all rewards and sanctions fairly and consistently
- Ensure a personalised approach to the specific behavioural needs of particular pupils
- Ensure reasonable adjustments are made for all children when necessary, in particular those with SEND.
- Stay calm and deal appropriately with unacceptable behaviour
- Promote self-discipline and self-regulation amongst pupils
- Implement the behaviour policy consistently
- Record behaviour incidents
- Discuss pupil behaviour and the management of behaviour regularly at staff meetings
- Attend training on behaviour management as directed by the Headteacher
- Maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values
- Plan teaching so that the needs of each child, particularly those with SEND, are met.

#### **The Headteacher will:**

- Create an ethos where everyone in the school community feels valued and respected
- Promote good behaviour and respect by forging positive relationships within the school
- Discourage all forms of bullying by encouraging good behaviour and respect for others
- Ensure all stakeholders are clear about the expected standards of pupils' behaviour
- Ensure Sparkling Rules are visible, understood by everyone and applied consistently and fairly by school staff
- Model behaviour that they expect to see from all school staff
- Ensure staff are trained in behaviour management, including the Norfolk Steps principles\*
- 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 this policy
- Ensure school staff consistently apply this Behaviour policy
- Ensure the health, safety and welfare of all pupils at HSM.

#### **Norfolk Steps Training**

We follow the Norfolk Steps 'Step On' Training ensuring that all staff are trained in the programme and apply the principles in it which can be found here:

<https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/norfolk-steps>

This includes de-escalating techniques where pupils may respond negatively to conflict and exhibit challenging behaviours or become dysregulated due to Social, Emotional and Mental Health (SEMH) issues.

## 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

Any physical restraint for the pupil's (or others) safety will follow DfE guidance:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## Pupil transition

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.

The Governing Body is responsible for approving and reviewing the effectiveness of this policy and holding the Headteacher to account for its implementation.

## 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 Dazzling Diamond 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

