

***Policy & Procedure***

**Huncote Community Primary  
School  
Academy Trust**



**Behaviour Policy  
*2018-2021***

***Statutory Policy***

## ***Huncote Community Primary School***

### ***Behaviour Policy***

*(including Restraint Policy – Appendix 3)*

#### ***Aims***

At Huncote Community Primary School we believe in ‘Learning for Life’ by ‘Aiming high in all we do’. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are present through all school life and practice.

#### ***Introduction***

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school’s central purpose is concerned with children’s learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes.

In the school, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of abilities and social skills of the pupils.

At Huncote Primary School we pursue a positive assertive approach to discipline. We believe that our school should be a happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others.

#### ***Policy***

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Head teacher.

Class teachers and teaching assistants have day to day responsibility for the discipline of the children in their classes. They share the responsibility for the sensible behaviour of all children in and around the school with all staff who work within our school community. This should always be managed **within the context of whole school policies**. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.

A **happy, caring environment** is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.

**Appropriate behaviour** is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them.

**Self-confidence and self-esteem** are important. Praise is given for politeness and for good or improved behaviour. The school uses the SEAL materials to help develop these qualities through classroom teaching.

Support staff, part time teachers and supply teachers are informed about problems facing particular children and of the methods being employed to overcome these problems. In this way the children can benefit from a **consistency of approach**.

When necessary, children are given guidance on how to support a child who has been a victim of aggressive behaviour. *See Appendix 1 (If someone is being unkind to you)*

If necessary, behaviour modification programmes are negotiated for specific children.

***Huncote Community Primary School's Rules – as agreed with the children and displayed in a similar form in all classroom charters***

*In our school we agree that we all need to -*

1. **Listen when someone is talking to us.**
2. **Keep hands and our feet to ourselves.**
3. **Respect everybody's rights, opinions and property.**
4. **Use things fairly and share them.**
5. **Always do our best**
6. **Avoid disturbing the learning of others.**
7. **Use appropriate language and always be polite.**
8. **Do as adults ask – the first time.**
9. **Walk around school quietly and safely.**
10. **Treat visitors to school with courtesy and kindness.**

## **Outside**

*To make our playground a happy place, as well as following our class charters we will...*

- Play safely so we don't hurt ourselves or others
- Share playground space fairly
- Keep the playground free of litter
- Befriend anyone who is on their own or unhappy.
- Stay out of any places that we have been asked to stay away from
- Let people join in our games, if they want to
- Listen for the whistle to end playtime - stand still at the first and line up at the second

## **Lunchtime**

*To make our dining room hall a happy, healthy and safe place, we will...*

- Walk at all times (quietly in the corridors)
- Try to make healthy choices
- Keep our lunch on our plates or in our lunch boxes
- Say please and thank you
- When eating, don't talk
- Talk quietly to children on only *our table*
- Put away our plates and cutlery properly
- Treat all school staff with equal respect.

### ***Out of School Visits***

When pupils are engaged in out of school activities we expect the same high standard of behaviour as in school – based upon the *Huncote Community Primary School's Code of Conduct*

### ***Rewards system***

All pupils are encouraged to gain team points to acknowledge the following:

- good work,
- attitude to work,
- good behavior,
- or being helpful.

*(See Appendix 2 – A guide for parents on how we celebrate success at our school).*

Team point records are kept in class folders and are kept in school. When children receive a postcard in assembly they are free to take this home to show family members.

This whole school approach to rewards enables us to monitor the success of the system and provides a framework for all members of the school community to work by.

All members of our school staff, including temporary and supply staff, are made aware of the rewards system and are supported in taking an active role.

### ***Sanctions***

If a child misbehaves he or she is dealt with by the member of staff who witnesses the incident and the class teacher is informed if this is not the member of staff.

A system of consequences is applied should a child misbehave. The consequences are as follows:

- A warning is given and the child is placed onto the first stage of our whole school class based cloud system.
- A further warning is given and the child progresses to stage two of the cloud system.
- If a third warning is given then that child misses play-time at break or part of their lunch-time. The child and member of staff have a talk at that time with the head teacher. A record slip is sent home to the parent detailing why the child has missed their play-time. (See Appendix 3).
- If the child appears three times in the at the Head teacher's office within two weeks, the child's parents will be contacted and, if necessary, a meeting will be arranged.
- At this meeting the Head teacher, Key Stage Lead Teacher, child and class teacher will draw up a behaviour agreement to be followed by the child. A copy of the behaviour agreement will go to the child, the parents, the class teacher and the Head teacher. This behaviour agreement will have the ultimate consequence that the child could be sent to another class to work for a whole day to avoid disturbing the learning of peers.
- If the behaviour does not improve, the Head teacher will become more involved. The behaviour agreement will be adapted and he/she will meet with the child's parents to discuss the expectations and ways forward.
- The behaviour policy will always be differentiated appropriately to take account of age, maturity and understanding. Thus, it may be necessary to develop specific reward systems for positive behaviour to support the development of specific individual children. This will be down to the discretion of teachers, in consultation with parents. It might also be that the Head teacher initiates such a system with individual children.

For severe misdemeanours (those in which behaviours put at risk the health and safety of others or severely affect the learning of others) a child can be escalated to stage 3 of the cloud system or will be sent directly to the Head teacher, or a Key Stage Lead teacher should the Head teacher be absent. This member of staff will then record the incident in the Head teacher's Behaviour Folder (see Appendix 4).

**The same system is used at playtimes and lunchtimes** (lunchtime supervisors feedback to class teachers at the end of lunchtime.

There is **no detention after school and there is no corporal punishment.**

### ***Physical Restraint***

There may be occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable. There will always be two members of staff who have undertaken training in Physical Restraint (TEAM TEACH). As far as is reasonably practical, *only* these two members of staff will be called upon to carry out restraint. Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject (see Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils. For further clarification, see appendix 5).

### ***Exclusion***

A pupil may be excluded from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she either represents a danger to others, or is significantly stopping other children in the class from learning, the Head may recommend to the governors that the pupil is temporarily or permanently excluded from our school.

***Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.***

Our school has adopted the LA's policy on exclusion.

### ***Equality Statement***

At Huncote Community Primary School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

### ***Monitoring of the Behaviour Policy***

The Head teacher will continually monitor the application and effectiveness of this policy. The governors with responsibility for pastoral issues will also monitor.

Agreed & adopted by The Governing Body of Huncote Community Primary School

Signed.....

Date.....

Chair of Governors

This policy will be reviewed every year or as required by legislation

## ***If someone is being unkind to you***

### **1 Tell your...**

**Friend** and / or...  
**School Councillor**, then...  
**Teacher**



**Always tell  
someone in school**

- Your teacher will talk to the pupil who is being unkind, the same day if possible, and check to see that the problem has stopped.

### **2 If the pupil continues to be unkind, tell...**



**Mrs Matthews**

- They will talk to the pupil privately. They will remind him/her that he/she needs to stop being unkind. The pupil will miss 15 minutes at playtime.

### **3 If the pupil still continues to behave inappropriately, tell...**

**Mrs Matthews again and she will speak to Mrs Cumberlidge**



**who will...**

- speak to the bully and explain that he/she has to miss his/her lunchtime to talk and think about their behaviour with her.
- write to the pupil's parents to explain what has happened and to invite them into school.
- explain that the bully will be monitored at playtimes until the bully starts to behave kindly towards others.

***Hopefully, the bully will realise that he/she is being unkind and change their behaviour.  
The problem will stop.***

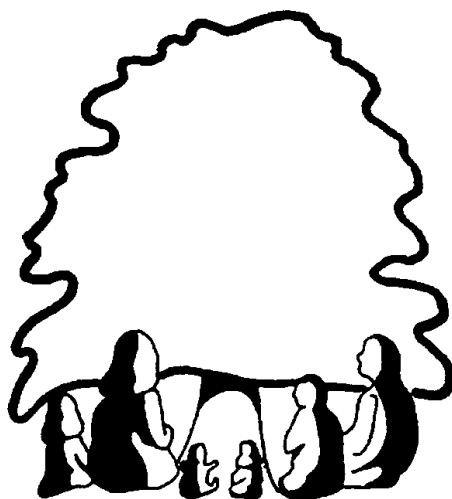
### **4 If the bully still cannot behave as we would expect in our school**

- Mrs Cumberlidge will meet with our governors and ask them whether they wish our school to keep someone who is so unkind to others.
- Mrs Cumberlidge or Mrs Matthews meet with the bully's parents and explain the outcome of the meeting.

Remember. **Bullying** is something that happens **S**everal **T**imes **O**n **P**urpose

***Huncote Community Primary School – Merit Award System***

Huncote Community Primary School  
Academy Trust



A guide for parents on how we celebrate success at our school via:

Team points,  
Postcards,  
Handwriting Certificates,  
and Awards Assemblies.

- Each child throughout the school each year belongs to a team colour red, green, yellow or blue (we will assign something else to this name once the school council members are in place e.g. Green Dragons or Yellow Bananas etc.)
- Each child in school works towards gaining their bronze, then silver, then gold awards throughout each year. If they achieve their gold award before the end of the year then there is a special Head Teacher's Award.
- Every teacher or adult in school can give out team points to reward their children for good work, attitude to work, good behaviour or being helpful. When these are given out they may be given a sticker as well (especially for the younger children).
- Every week each child collects points for themselves that count towards their team point charts for their bronze, silver or gold award and also towards their team colour score for the whole school.
- Every week we celebrate our work in a whole school sharing assembly. This is also where each teacher usually gives out 2 postcards to their class for good work, attitude to work, good behaviour or being helpful for example. We buy postcards with various printed pictures on for this assembly.
- This year we are continuing to raise the profile of handwriting with the creation of pen licenses and two extra certificates each week that the classes will receive on a rota. They are for the best handwriting and also for the most improved handwriting. These pieces are on display every week on the board outside the hall.
- We will hold special open assemblies at the end of every month. These will follow the usual format and any parent is welcome to attend. This assembly is also where the children who have achieved their bronze/silver/gold award will be presented with their certificate. The teachers will secretly invite the parents of those children to attend if they possibly can, the children will not be aware that they are going to be presented that day with their certificate.
- We will also display each bronze, silver or gold award on the board outside the hall.
- **To gain the bronze, silver or gold awards the children must earn the following team points:**
  - 50 team points = Bronze award
  - 100 team points = Silver award
  - 150 team points = Gold award
  - 200 team points = Head Teacher's Special Award



*Appendix 3*

Dear Parent/Guardian,

Today your child \_\_\_\_\_ has received 3 strikes as part of our behaviour system for the following reason/s:

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As a consequence of this he or she:

- has received a 15 minute detention at break / lunchtime today
- will receive a 15 minute detention at break / lunchtime tomorrow.

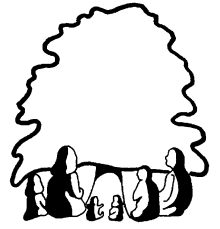
Please sign and date this form to confirm that you have received this information.

Yours sincerely,

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

*Appendix 4*  
BEHAVIOUR/INCIDENT LOG



NAME:	DATE:
REPORTED BY:	TIME:

INCIDENT:
WITNESSES:
CONCLUSIONS:
ACTION:

Continue on reverse if necessary

COPY TO HEADTEACHER

*Appendix 5***Physical Restraint**

**The school will have at least two members of staff who are trained in the use of physical restraint in low risk settings.**

We are required by law to include within our Behaviour Policy a section on the physical restraint of children (Section 93 of the *Education and Inspections Act 2006* - DCSF non-statutory guidance *The Use of Force to Control or Restrain Pupils*). It is not part of our Behaviour Policy to physically manhandle children, and in the normal course of events it is unnecessary. However, there are occasions when we will touch children - giving them a guiding hand, congratulating them, comforting etc. (reference here should also be made to the school's Child Protection Policy)

***Aims***

Our aim throughout is to maintain good discipline and to care for each child. Consequently, members of staff will guide a child verbally, but they will only restrain if a child is unwilling to comply with reasonable requests. All members of staff are authorised to act on the Head teacher's behalf, should the need arise.

***Principles***

There are a limited number of occasions when reasonable force may be used to control or restrain a pupil:

- Everyone has the right to defend him/herself against an attack, provided a disproportionate level of force is not used.
- In an emergency- for example, when a pupil is at immediate risk of injury, or potentially so. Any member of staff is entitled to intervene – but **whenever possible a member of staff who is trained in the use of physical restraint should be called upon to manage the situation.**
- Similarly, if a pupil is about to injure another pupil, then any member of staff may intervene.
- If a pupil is about to commit a criminal offence.
- If a pupil is about to cause damage to property.
- If a pupil is engaging in behaviour prejudicial to the maintenance of good order and discipline.

***Examples***

Examples of behaviour that might lead to restraint in our school:

- A pupil is refusing to leave his/her parent/guardian to come into school
- A pupil goes to run out of the classroom and does not stop when told to do so. They may be held by a member of staff and walked back into the classroom where they can talk about appropriate behaviour;
- A pupil has a temper tantrum in the classroom, upsetting to the other children. They may be removed to a quiet area to calm down, for their own safety and that of the other children;
- A pupil gets angry and threatens to hit another child, or starts to do so. A member of staff will intervene, and if necessary hold the pupil until they have calmed down, before taking both pupils to one side to discuss the behaviour and the cause of the disagreement.

***Methods of restraint***

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at least two members of staff trained in the use of physical restraint (TEAM TEACH). Whenever possible these staff will advise others on appropriate use. All members of staff are authorised to use physical restraint, if absolutely necessary. The restraint applied should be non aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstance it may not be possible, or in the pupil's best interests, to exercise physical restraint. The school follows the LA's guidance and practice on the use of physical restraint.

### ***Follow-up & Records***

- If a pupil is restrained, it **MUST** be recorded to ensure that all know about the event and that it comes clearly within the school's Behaviour Policy. It is essential that staff inform the Head teacher verbally after a restraint incident, and then records the details. **Copies of approved County Council recording forms should be forwarded to Access and Welfare.**

The paper record includes

- date and time of incident;
- name of pupil or pupils involved;
- name of member(s) of staff involved;
- names of any other witnesses;
- details of incident, reason for use of force, location;
- pupil response and outcome;
- details of any injuries sustained by pupil or member of staff;
- the record must be signed.

### ***Parental Contact***

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).

### ***Complaints***

As with all school matters, complaints should be dealt with by the parent seeing the class teacher or the Head in the first instance. If the matter is unresolved, then the parents have the right to instigate a complaint to the Governing Body. Our school has adopted the **LA's recommended Complaints Policy**

### ***Statemented Children***

Children with special educational needs who may need regular restraint should have a HANDLING POLICY attached to their IEP. This must be agreed to and signed by the parents before being put into practice. Follow-up to any restraining incident should be recorded and reported to the parents as with any other child.

***Huncote Community Primary School*****Restraint Incident Record**

➤ date and time of incident;	
➤ name of pupil or pupils involved;	
➤ name of member(s) of staff involved;	
➤ names of any other witnesses;	
➤ details of incident, reason for use of force, location;	
➤ pupil response and outcome;	
➤ details of any injuries sustained by pupil or member of staff;	
➤ the record must be signed.	