



**Have courage, grow roots, shine bright!**

Policy:	Behaviour Policy
This policy was reviewed:	September 2022
By name:	Andy Muir
Position:	Chair of <i>Governors</i>
Signature:	A. Muir



**Core values:** compassion, courage, resilience and responsibility.

### **Mission Statement**

'Nurturing children to blossom into compassionate and resilient members of our community'.

### **Values and aims:**

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

## Behaviour Policy

Aims for behaviour at Hazelbury Bryan.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

### What we expect of children

1. To be polite and respectful to all members of the school community.
2. To listen to adults and each other, considering each other's feelings.
3. To walk about the school quietly and calmly.
4. To wait their turn to talk to members of staff and to each other.
5. To value each other and work.
6. To work and play cooperatively with each other.
7. To tell the truth, to take responsibility for their own behaviour.
8. To be able to say sorry when they have misbehaved or hurt someone.
9. To care for the school and its equipment and to report any damage they see.
10. To show responsibility for giving a good impression of themselves and the school.

### What children can expect of staff

1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit

from a positive environment.

9. To supervise the playground well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.

#### What children can expect of parent/carers and any other adult on and around school premises

1. To keep them safe both in school and nearby
2. To use appropriate behaviour and language around children
3. To ensure any poor behaviour is addressed and dealt with
2. To be polite and to address them in a reasonable tone of voice.
4. To be as fair and consistent as possible when they have misbehaved.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To be in charge and maintain order so that everyone may benefit from a positive environment.
8. To trust them and to care about them equally.

#### Hazelbury Bryan School Rules

We have rules to make the school a fair and safe place for all children. Our school rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well. We use the 6 golden rules as a whole school and all classes begin the year agreeing a code of conduct for their classroom based on these golden rules.

#### Our Golden Rules

We are gentle  
We work hard  
We listen  
We are kind and helpful  
We look after property  
We are honest

A definition of bullying: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt"

Using this definition any of the following could be bullying if they are carried out repeatedly;

- Physical- hitting, kicking, taking possessions
- Verbal- name calling to include racist or homophobic comments, insulting, making offensive remarks,
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones.

We will not tolerate bullying at Hazelbury Bryan Primary School.

Repeated bullying will be treated very seriously and may result in exclusion.

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to work with you in dealing with the problem keeping communication lines open.

( See School's Anti-bullying policy)

### Rules about fighting

1. It is NOT alright to fight.

We have these rules about fighting for a number of reasons;

- We want children to learn to speak up for themselves, to learn how to explain and reason and to understand the consequences of their behaviour.
- We are committed to showing children that there are other ways of resolving arguments.
- We want to prevent accidental knocks and minor incidents from becoming major incidents, which can take up valuable teaching time and cause a lot of upset.
- We want children and parents to report conflict to the staff - who are always around. Once we know about something, we can deal fairly with the children involved.

2. Children must not hit back.

It is wrong to get an older brother or sister or friend to hit someone too.

3. It is alright to tell.

We are asking everyone in the school community to let us know if they have seen something that concerns them or if they are being upset or bullied. Children must tell an adult so something can be done.

### Rewards and Sanctions

Most children at Hazelbury Bryan behave well and respond to positive encouragement.

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. We are a Relational Practice school and invoke Emotional Coaching as our first priority in dealing with instances of behaviour.

- ALL staff use praise and positive encouragement wherever possible.
- ALL staff use the same systems of rewards.
- Owls and Kestrels use RAINBOW points to reward good behaviour, excellent work, effort, caring attitudes etc. 10 of these lead to a Rainbow certificate and 7 of these will culminate in a POT OF GOLD AWARD and a book prize.
- Eagles and Hawks use CREDIT POINTS. 25 of these will result in a Merit Award. 4 of these will lead to a Bronze, Silver and finally a Gold Award. These will reward positive behaviour, effort, participation and caring attitudes etc.
- These are all celebrated in weekly achievement assemblies.
- At lunchtime our MDAs give out rewards for being polite and helpful.
- Achievements are also recognised through displays, we will not display any negative charts or comments relating to any child.
- Whole school and individual achievements are celebrated in our hall and through our newsletters and website.

Strategies for dealing with negative behaviours.

We use many different strategies to help get our children back on track. These include:

- Give choices
- Tactically ignore
- Re-direction
- Modelling the desired behaviour

- Praising the children who are getting it right
- As soon as a child follows the desired behaviour after being modelled, praise them.

As a very last resort, we occasionally have to apply sanctions to those pupils who find following the rules difficult.

These sanctions consist of:

- Verbal warning and reminding the child of the acceptable behaviour
- Being moved to a different place in the room/school.
- 3 strikes warning system.
- A visual warning system is used with our younger pupils e.g. smiley face or emotion card.
- Losing privileges: including part of break or lunchtime or a portion of their golden time.
- Being sent to another class, by previous agreement, for a time-out - specified time.
- Writing a letter of apology or making a sorry card.

The following is a list of unacceptable behaviours:

Physical violence

Rudeness to adults and children

Bullying

Stealing

Racial/sexual harassment

Swearing (heard by an adult)

Lying

Defiance towards an adult

Vandalism

Instances of unacceptable behaviour are always taken seriously, dealt with immediately and will be reported to the headteacher and be recorded in a behavioural log.

The teacher or the headteacher will contact the parents depending on the severity of the behaviour. Any of the above offences can result in suspension or exclusion.

Children who we have any concerns about, including behaviour, are recorded and discussed at staff meetings regularly and their progress monitored. They will have an individual behaviour log.

If the behaviour does not improve, the school will:

- Arrange a meeting with the parents to include the head and class teacher, decide on intervention and support that is necessary, including SEAL, or ELSA and draw up an IBP ( Individual Behaviour Plan) if appropriate.
- Seek advice from external agencies; if necessary set up a TAF (Team around the Family) , involve behaviour support and arrange for the child to be seen by an educational psychologist if appropriate. A Pastoral support plan will be drawn up, with the objective of avoiding exclusion

If the behaviour still fails to improve the school will

- Review the Plan and draw up a new one that will include specific targets and sanctions, to be agreed by parents, pupils and staff. If these are not met the resulting sanctions could include
  - Fixed term exclusion
  - Permanent exclusion.

Deliberate physical assault on a member of staff will involve a fixed-term exclusion.

### **Special Needs**

We also take into account the individual needs that a pupil may have when implementing our Behaviour policy. The age and stage of the pupil involved will always guide any sanctions or support that we may try to implement. Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern we will give additional support in school to try to put it right

### **10 Ways that parents can help**

1. Read and support this policy. Let your child know the standard of behaviour you expect - and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps to the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (Book bag, PE and swimming kit etc) and encourage independence.
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights' and a breakfast before school. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your support and understanding. Listen to your child. Trust your child ...but bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards in all that they do and to let them know what is expected of them

*Let's work together!*

### **Other rules that we ask parents to support**

- No toys in school without specific permission.
- Younger children may bring toys in for show and tell, or 'board game days' at the end of term.
- Hats, hoods and caps may not be worn in class.
- No jewellery may be worn, except stud earrings (These should be removed or taped for PE).
- No make up should be worn or brought to school.
- No smoking on the school premises.
- Parents are responsible for toddlers and babies while on the premises. They should be supervised at all times
- No dogs on the school premises.

## **REVIEW OF POLICY**

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

Signed: A. Muir

Designation: Chair of Governors

Date: 14.7.22