



# **Hamworthy Park Junior School**

## **Behaviour Policy**

# HAMWORTHY PARK JUNIOR SCHOOL - BEHAVIOUR POLICY

This policy should be read in conjunction with 'Anti-Bullying', 'Complaints', 'Whistleblowing' and 'Home Learning' policies. This policy takes account of the Department for Education guidance and the school's legal duties under the Equality Act 2010.

## Rationale and purpose

At Hamworthy Park Junior School we are an inclusive school where our pupils become responsible citizens who are respectful of the rights, cultures and beliefs of others. We encourage children's Spiritual, Cultural, Social and Cultural development through all aspects of day to day school life.

As a school we take pride in our own core values of Resilience, Resourceful, Reflective, Respectful and Responsible. These core values are promoted and celebrated where possible and underpin our school ethos. We aim to provide a safe, secure and caring environment in which every child is able to learn confidently and happily in order to fulfil their potential. We recognise that children learn best in a calm, orderly and nurturing atmosphere. All adults model behaviour that encourages children to be responsible for their own behavior and learning. Children are encouraged not only to be responsible for their own behavior and learning but also to take on extra responsibilities, including being involved in decision making, thus instilling in them a sense of ownership and belonging to the whole school community.

## We believe that:

- All individuals will show care and respect for each other:
  - Adult to child
  - Adult to Adult
  - Child to Adult
  - Child to Child
- All individuals have the right to be listened to and heard
- All individuals have a clear understanding of the shared expectations of their own and others' behaviour
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school
- All individuals will try to emphasise the positive and seek solutions to problems
- All individuals will be consistent in supporting this ethos
- This policy will apply to ALL individuals who are involved in school life

## We provide:

- A whole School Approach
- Positive Role Models
- A calm, consistent, firm and fair approach
- Clear expectations where rules are made explicit
- Agreed Classroom Charters
- Established clear routines
- A respectful and responsible classroom environment
- Pastoral Support

## Our Rewards

All adults focus on positive praise to highlight good behaviour. We praise and reward children for good behaviour in a variety of ways:

- ✓ Staff congratulate children for work done or good behaviour.
- ✓ We encourage children to congratulate each other, sharing good work and praising good behaviour.
- ✓ All children have the opportunity to share their achievements, both school and home, both in class and at Achievements Assembly.
- ✓ Stickers and certificates are used to praise good work and behaviour.
- ✓ Class rewards e.g. collecting marbles in a jar to achieve award time
- ✓ Children may be given the opportunity to visit another member of staff to share good work or behaviour, including the Deputy Head or Executive Headteacher.
- ✓ All children belong to a House and are awarded House Points.
- ✓ Some children may have personalised reward systems for their educational needs.
- ✓ House points.
- ✓ Letters and Headteacher awards.

## Our Sanctions

All adults encourage those who are struggling to follow what good behaviour looks like, through positive praise, guidelines and by modelling good behaviour. If a child behaves in way that is considered unacceptable, Hamworthy Park Junior School employ a number of sanctions to ensure a safe and positive learning environment, by following the school's behaviour pyramid.

Sanctions could include:

- ✓ Discussion with the child.
- ✓ Warnings through the 'Good to be Green' traffic light card system
- ✓ Apologies between pupils, either verbal or written.
- ✓ Short 'time out' sessions.
- ✓ Moving a child away from his or her group.
- ✓ Sitting the child near a member of staff.
- ✓ Withdrawal of privileges.
- ✓ Parental involvement
- ✓ Use of star chart or report book.
- ✓ Involvement of the Senior Leadership Team.

## Rights and Responsibilities of the child

We believe the children have a right to:	We believe the children have the responsibility to:
<ul style="list-style-type: none"><li>• Talk to each other and discuss issues</li><li>• Be listened to appropriately</li><li>• Work without any disturbance</li><li>• Children to be kept safe in the environment</li><li>• Have their strengths and efforts recognised</li><li>• Learn to interact as part of a social group</li><li>• Be given clear guidelines of behaviour expectations</li><li>• To confidently approach adults to discuss issues</li><li>• Have access to appropriate &amp; well cared for resources</li></ul>	<ul style="list-style-type: none"><li>• Try and see others point of view</li><li>• To listen to peers and adults around the school</li><li>• To take a safe approach to learning and play</li><li>• Understand and talk about their own feelings</li><li>• Consider consequences of actions and take responsibility for their behaviour</li><li>• Want to put things right and decide the right solution</li><li>• Be polite when speaking and show respect to all</li></ul>

## Rights and Responsibilities of the adult

We believe adults have a right to :	We believe the adults have the responsibility to:
<ul style="list-style-type: none"><li>• Expect appropriate behaviour</li><li>• Be listened to</li><li>• Teach without disruption</li><li>• Have updated and sufficient training</li><li>• Have access to well cared for resources</li></ul>	<ul style="list-style-type: none"><li>• Be approachable, speak kindly and listen to all sides of the story</li><li>• Have time to listen and not pre judge</li><li>• Be consistent whatever their role or time of day</li><li>• Communicate with each other effectively</li><li>• Use Repair and Rebuild (Restorative) language to facilitate problem solving.</li><li>• Model positive language and behaviour for children to understand expectations.</li><li>• Look after all school resources</li></ul>

## The Role of the Executive Headteacher

In line with the school's Behaviour Management Pyramid it is the responsibility of the Executive Headteacher, or the Deputy Head of School in his absence, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy.

Year Leaders highlight children of concern during weekly SLT meetings.

The Deputy Head of School monitor all records of serious incidents of misbehaviour, including red card incidents.

The Executive Headteacher or Deputy Head of School will contact parents where more serious incidents occur or where there is consistent misbehaviour.

The Executive Headteacher, or in his absence, the Deputy Head of School, has the responsibility for giving fixed term exclusions in line with this policy. The Executive Headteacher may permanently exclude a child for repeated or very serious anti-social behaviour.

The Executive Headteacher will consult with the Hamwic Trust and the school's Governors should exclusion be likely.

## The Role of SENCO

The SENCO will liaise with outside agencies, as necessary, to support and guide the progress of individual children. The SENCO will also work with parents and children to support improving behaviour. Children who display continuous disruptive behaviour and who do not respond to the usual school rewards and sanctions may be considered for a multi-agency assessment; this would always be done in consultation with parents or carers.

## The Role of Parents

At Hamworthy Park Junior School we work collaboratively with parents, so that messages about behaviour expectations are consistent at home and school.

We expect parents to support their children's learning and to co-operate with the school. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Executive Headteacher or the Governing Body, in line with school's Complaints Procedure.

We expect parents to agree for their child to receive extra support, when offered, as we believe this benefits the child and reduces the risk of exclusion.

## The Role of Governors

Having agreed the policy, the Governing Body has the responsibility to review its effectiveness.

The Governors support all staff in carrying out this policy.

The Executive Headteacher has the day to day authority to implement the school behaviour policy, but Governors may give advice about disciplinary issues, particularly if they are likely to lead to exclusion.

## Screening and Searching pupils

A member of staff may confiscate items from children if the items are distracting the child or other children.

Staff have the power to search for 'prohibited items' if they believe that an item has been taken without permission. Where possible children will be encouraged to search through their own belongings.

## The Use of Safer Handling

The legal provisions on school discipline provides members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The SENCO has received the relevant training.

Occasions where this power could be used are very rare.

## Fixed Term and Permanent Exclusions

In extreme situations the school may exclude a child for a fixed amount of time, in line with the BCP Council guidelines and the school's Exclusion Policy.

Only the Executive Headteacher, or in the absence the Deputy Head of School, has the power to exclude a pupil from school. This would only be used as a last resort when all other rewards and sanctions have been tried.

Headteachers, Governing Bodies, Local Authorities and Independent Appeal Panels must by law have regard to 'Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Pupil Referral Units – September 2007' when making decisions on exclusions and administering the exclusion procedure.

A decision to exclude a pupil permanently should be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

### School Staff Accused of Misconduct

A member of staff who has been accused of misconduct will not automatically be suspended. However, all accusations will be investigated following the advice given in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance. As appropriate, the Complaints Policy and/or the Whistleblowing Policy will also be consulted. Advice may also be taken from the Local Authority Designated Officer.

### Review

The Executive Headteacher, Staff and Governors will review this policy annually.

## HPJS Behaviour Pyramid

