



## Behaviour Policy

### **Approach to Behaviour Management**

At Holbeach Primary School, we strive to create a respectful and trusting atmosphere in which all contributions are valued. We work in partnership with the children and their families to provide a secure, nurturing and supportive environment which encourages each individual to develop to their full potential and become a valuable member of society.

### **This Policy has been developed to ensure:**

- a) There is a safe environment for learners
- b) Learning is not unnecessarily disturbed or disrupted
- c) There is consistency throughout the school in terms of expectations of behaviour, attitudes and values
- d) To develop a sense of responsibility within the children
- e) To enable children to understand that all actions have consequences
- f) To enable children to express their individuality appropriately
- g) To enable children to negotiate conflict and resolve differences

### **As adults working in the school we set the standards and expectations. Therefore, all adults should:**

- a) Model appropriate management of their own feelings and emotions
- b) Show fairness when sorting out problems by listening carefully, talking the problem through with the child and explaining the reasons for the decisions made
- c) Convey calmness and show self-control
- d) Be courteous to everybody involved
- e) Recognise and praise the positive behaviour that has been exhibited
- f) Use restorative approaches to disagreements (i.e. ensuring that all children have the time to talk about the incident, explain their views, feelings and ensuring reparation).

### **Key strategies that should be used by all staff at all times to encourage and support good behaviour include:**

- a) Having an engaging and exciting curriculum.
- b) Grouping the children in ways that would support their behaviour
- c) Ensuring that the classroom environment is well organised, tidy and supports learning and positive behaviour.
- d) Ensuring that children are given some 'take-up-time' when asked to correct their behaviour or follow an instruction.
- e) Look for areas of 'brief partial agreement' with a child who is not following the school rules.
- f) Tactically ignoring behaviour that is aimed at gaining attention/notoriety
- g) Using descriptive ques to raise behavioural awareness.
- h) Using verbal praise of positive behaviour to focus minds on the positive.
- i) Using visual strategies to support children who have difficulty with their language.
- j) Using the Year 6 playground pals to model positive behaviour and support other children.

As part of their induction to working at Holbeach Primary School, all staff are required to read this policy and receive training around the procedures followed in the classroom, around the school and in the playground.

During the first INSET day in September each year, the policy is reviewed with all staff to ensure that there is a consistent approach.

### **Behaviour Management Procedures**

At Holbeach our Behaviour Management procedures are divided into four main steps:

1. Establishing Expectations of Behaviour
2. Encouraging / Correcting behaviour
3. Providing Consequences for negative behaviour (negotiable / not negotiable)
4. Repair / Rebuilding relationships after any consequences

#### **1. Establishing Expectations of Behaviour**

At the beginning of every academic year, each class teacher will work with the children to **establish** a 'class contract' detailing how the children will behave. This 'contract' is then displayed in the classroom and on the class blog for the rest of the academic year and a written version is sent home for the parents to keep. At the beginning of each term, the class teacher will then **re-establish** the agreed code of conduct for the class.

Although class contracts will differ in style and content from one another, common themes will emerge and be aligned to the expectations for children's behaviour in around the school. The expectations for behaviour in the playground at playtime and lunchtime are also the same and can be broadly identified as:

- Children should listen respectfully to both the adults and their peers
- Children should follow adult instructions in a timely manner
- Children should behave in a way that does not disturb others from learning
- Children should play in a way that is safe for all
- Children should treat others with politeness and respect and resolve any differences in a calm and polite manner
- Children should treat the school building and resources carefully and with respect

#### **2. Encouraging / Correcting behaviour**

Throughout the year, all staff will remind the children about the expectations that they have established and (following the standards and expectations for staff outlined above) encourage the children to meet the expectations of the class contract and school rules. It should be noted that the school believes that explicit praise should be given for good behaviour and learning but that this does not include the giving out of stickers or other material rewards.

Where possible, a child who is not behaving according to the school rules, should be reminded of the expectation by an adult who will inform them why their behaviour is inappropriate. They should then be given an opportunity (and sufficient time) to correct their behaviour.

Mid-day meals supervisors organise and monitor lunchtimes to ensure that children are safe. children do not behave a child may be:

- a) Asked to hold a mid-day meals supervisors hand for close supervision
- b) Asked to remain in the 'Reflection Room' during lunchtime
- c) Asked to have lunch at home
- d) Receive a short term exclusion

#### **3. Providing Consequences for negative behaviour (negotiable / not negotiable)**

There will be times when a child's behaviour does not improve following encouragement and reminders of the expectations. In these circumstances the school follows a simple escalation process for persistent behavioural issues. The escalation process is:

- **Verbal Warning:** Child receives a verbal warning from an adult who will inform them why their behaviour is inappropriate.
- **Time out in Class:** Child is asked to move to a place where they are sitting alone (e.g. a separate table or for younger children a separate chair).
- **Time out in Parallel Class:** Child is sent to a parallel class for a set amount of time (with work they can manage unaided)
- **Time out with Phase Leader:** Child is sent to the Phase Leader's class for a set amount of time (with work they can manage unaided)
- **Time out with Senior Leader:** Child is asked to attend the Reflection Room during a playtime/lunch time to reflect on their behaviour with a Senior Leader

It is the responsibility of the class teacher (or member of staff who is dealing with the behaviour) to ensure that the consequences above are carried out. They should also ensure that:

- Unfinished class tasks should be completed at playtime within the classroom (supervised by the class teacher).
- If a child is sent to the Phase Leader a number of times within a short space of time then the class teacher should request a meeting with their parents
- If a child's behaviour does not improve the class teacher should speak to a member of the SLT.

Children should not be sent to the reflection room to complete unfinished work unless their class teacher is on playground duty or they have been sent there by a member of the Senior Leadership Team (SLT). Similarly, children should only be asked to attend the Reflection Room if they have been through all of the stages outlined above.

Certain types of behaviour are completely unacceptable and the consequence for these actions is non-negotiable. These are:

- a) Name calling of a discriminatory nature (e.g. racist or homophobic)
- b) Bullying – this is where a child has been subjected to verbal or physical abuse by the same child (see anti-bullying policy)
- c) Physical assault on a child or adult (punching, slapping, kicking etc)
- d) The use of inappropriate language (e.g. swearing)
- e) Refusing to comply with a request by an adult particularly where it compromises the safety of others
- f) Any other extreme behaviour that interferes with others learning
- g) Stealing

Incidents like these should be dealt with by a member of the SLT immediately and should be recorded both in the incident book (available in the Reflection Room) and communicated to parents through a warning letter procedure.

The warning letter procedure for these extreme behaviours is:

- a) A warning letter of exclusion (along with a telephone prompt to expect the letter) is sent to the parents explaining the incident and asking them to make an appointment to discuss the situation
- b) If a second, similar, incident occurs within the same term a fixed-term exclusion is given (up to five days with work to complete at home)

Where the instance is a "one-off" but either serious or violent a fixed-term exclusion may be given immediately.

In a small minority of cases where the child's behaviour does not improve the following may occur:

- Referral to agencies within the local authority (e.g. CAMHs)

- Agree a reduced timetable (e.g. morning only) that is monitored and reviewed
- Explore possible interim educational support (e.g. private tuition)
- Consider/broker a managed move to a different mainstream school
- Referral to the Fair Access Panel (FAP) to review placement at Holbeach
- A meeting with the parent to discuss a temporary transfer to an 'alternative provision school' for a fixed term period (e.g. New Woodlands or Rockbourne EBD School)
- Permanent Exclusion

#### **4. Repair / Rebuilding relationships after any consequences**

At Holbeach we recognise that it is important for children to understand that all consequences are time related and that the overall aim of our behaviour policy is to improve behaviour through education.

Therefore, at the end of any of the consequences outlined above the member of staff who addressed the behaviour will speak with the child so that the child is clear what they had done wrong and what they should do differently next time.

Where an incident has involved a conflict/dispute between two or more children a restorative approach will be used to ensure that all children have the time to talk about the incident, explain their views, feelings. These incidents will always culminate in reparation as well as a consequence. Reparations can include expressions of apology, written apologies etc.

# Anti-Bullying Policy

At Holbeach we believe that bullying occurs where someone knowingly and persistently commits an unwelcome act (either verbal or physical) towards an individual or group which causes distress.

## What is bullying?

We recognise that there are many definitions of bullying but most have three things in common:-

1. It is deliberately hurtful behaviour
2. It is repeated over a period of time
3. It is difficult for those being bullied to defend themselves

Bullying can include:

- ❖ Verbal abuse – name-calling, insulting, making offensive remarks, rumour-mongering, homophobic remarks
- ❖ Physical abuse – hitting, kicking, taking belongings or threatening behaviour
- ❖ Written harassment – insults, jokes, taunts, letters, emails or text messages
- ❖ Cyber bullying – any form of bullying which takes place online or through smartphones and tablets.
- ❖ Vandalism of property.
- ❖ Indirect abuse – purposely excluding someone from social groups.
- ❖ Refusal to co-operate or work with other pupils.
- ❖ Victimisation of an individual whether verbally or physically.

At Holbeach we aim to ensure that we both comply with the legal responsibilities on bullying and harassment and to promote an atmosphere conducive to learning and emotional wellbeing in which all forms of bullying are acknowledged to be unacceptable.

We ensure that:

- ❖ There is curriculum coverage of issues around bullying and harassment e.g. PSHE/Health Education. Circle time or discussions in whole classes or groups
- ❖ There is material in school to create an environment which reinforces the values which underline equal opportunities and promote mutual respect.
- ❖ Assemblies cover themes of celebrating diversity and respect for each other.
- ❖ An effective School Council is run for pupils to discuss appropriate responses to bullying.
- ❖ Codes of conduct/class rules are displayed and regularly discussed in class.
- ❖ The Headteacher and some members of the senior management are “high profile” in school ensuring no unsupervised areas – playground morning/evening.
- ❖ We use behaviour management strategies which are firm but are seen by all to be fair and consistent. (see Behaviour Policy).
- ❖ Restorative justice approaches are used to ensure that children have time to talk about the incident, to explain their views and feelings and ensure reparation.
- ❖ Children are aware of the School Policy and report any possible bullying incidents to an adult.
- ❖ Children are made aware of strategies to prevent bullying and feel confident about voicing their concerns.

- ❖ Parents/carers are informed by letter from the Headteacher if their child has been involved in any bullying incidents and that further meetings can be arranged in school in order to plan positive moves forward. If a second incident occurs the child perpetrating the bullying will receive a fixed term exclusion.

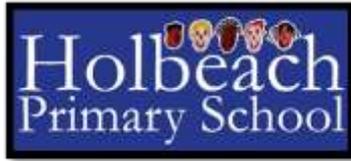
If bullying occurs between children or adult to adult, or adult to child the Headteacher or senior member of staff will:-

- ❖ Investigate the incident by speaking to the victim.
- ❖ Speaking to the perpetrator.
- ❖ Speaking to other people involved.
- ❖ Speaking to any others who witnessed the incident.
- ❖ Taking action in line with the policy.
- ❖ Recording the incident in the relevant book kept in the Headteacher's office.

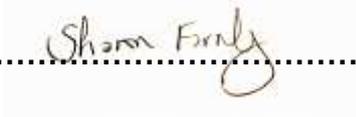
If the bullying occurs between a child and a member of staff the Headteacher or senior member of staff will:-

- ❖ Speak to the child who is being bullied about the incident.
- ❖ Speak to the perpetrator.
- ❖ Speak to the member of staff.
- ❖ Speak to other children in the class.
- ❖ Speak to other adults working in the classroom.
- ❖ Take action in line with school policy i.e.:
  - Support the victim (child/adult)
  - Support the perpetrator(s) to realize their impact and to change their behaviour
  - Monitor and evaluate the situation
  - Arrange a separate meeting with the family of the victim and the perpetrator(s)
  - Provide the child being bullied with support and ways to stop bullying should it occur again (e.g. meeting with Learning Mentor, access to childline)

All incidents of bullying are recorded in the serious incident folder kept in the Headteacher's office.



## **Behaviour Policy (Including Anti-Bullying Policy)**

Signed: ..... 

Chair of Governors: *Sharon Farnley* (please print name)

Signed: ..... 

Headteacher: *Tom Bulpitt* (please print name)

Date of Policy: April 2021

Date of Review: April 2022