



BEHAVIOUR MANAGEMENT POLICY

2022/2023

Hartlebury Church of England (Voluntary Controlled) Primary School



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This Code of Conduct is clearly displayed around our school with an explanation to our children of what this means on a day to day basis. This is continually revisited throughout the school day, in curriculum, worship and break times.

Aims

- Promote high standards of behaviour through explicit and implicit teaching.
- Encourage self-discipline and personal responsibility.
- Build a sense of belonging and pride in our school community; a sense of feeling valued and positive values based on mutual respect.
- Enhance self-esteem and self-respect.
- Provide a safe, happy learning and working environment.
- Encourage all children to seek adult help to resolve any anxieties and difficulties, both in and out of school.
- Promote an awareness that it is the 'choice' of an individual to behave in a particular way.
- Deal with behaviours fairly and consistently, as far as possible, whilst accepting that in some instance's adaptations may need to be made depending on the individual and the circumstances.
- Focus on the disappointing behaviours, not the child, referring to the action, not the individual.
- Establish shared responsibility between school and home in promoting positive behaviours.
- Ensuring equality and fair treatment for all.
- Praising, rewarding and celebrating good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Positive Affirmation – Rewards

Acknowledging and praising good behaviour is far more effective than focusing on inappropriate behaviour. We recognise that people, generally as they grow older, should require less reinforcement for doing the right thing as their motivation should not be for rewards. However, we all need some affirmation that we are on the right track!

Rewards can be

- verbal praise
- non-verbal praise
- Praise assembly, certificates, 'Green Frog' awards
- a visit to another teacher for praise or rewards
- a visit to the Headteacher with work or a written message
- encourage peers to praise and encourage each other
- class reward with agreed treats
- individual teacher rewards (stickers, stampers, Dojo points etc)
- verbal messages to parents
- Zone Board Silver and Gold

Warnings and consequences - Zone Board

Rewards will always outnumber consequences, but to have a balanced approach to behaviour management there must inevitably be a warnings and consequence system to run alongside the rewards system.

Consequences can take a variety of formats and can be issued by all school staff. The agreed 'Rewards' and 'Warning' system is the Zone Board and these can be applied by teaching and non-teaching staff. Teaching Assistants and Lunchtime Supervisors will inform teachers of the reason for the warning or reward.

- All children begin the day in the Green Zone: ('Green is Great').
- Children can move to Silver Zone and Gold Zone as a reward for good behaviour (learning behaviours and general behaviour).
- Movement to Silver and Gold must be valued and should normally be progressive.
- Once a child is in Silver or Gold this should not be taken from them as it is an achievement. They may drop if the behaviours do not sustain Silver or Gold on the zone board BUT they do not lose their reward as it was achieved. In these rare circumstances, teachers should speak to the parents/carers as to what has happened with the child present.
- Children achieving Gold will be entered into the Gold Book and rewarded in Praise Assembly on Friday.
- Some children, who always demonstrate Green behaviour, will be put into Gold as a reward for this Achievement.

- The Orange Zone is used as a warning for behaviours that are causing concern. Pupils will be given the opportunities to reflect on their behaviour and make better choices therefore, moving back up the Zone board.
- The Red Zone is if these behaviours continue after the warning.

The Red Zone

Time in 'Red' results in a record being made on CPOMS, our confidential, online safeguarding recording programme, ensuring parents are being informed and potentially making restorative action e.g. making reparations, undertaking school-based community service e.g. tidying an area of the classroom or receiving a breaktime detention.

- *All this will happen in one day, as every day is a fresh start.*
- *Consequences need to be accompanied by a verbal indication of the rule that has been broken and the behaviour that is expected in the future reminded. Where appropriate, positive reinforcements shown by other children will be rewarded, modelling what is expected.*
- *Criticism of the child or labelling a child can be very damaging to the child's self-image. It is the action that should be criticised and not the child. We recognise that all behaviour is a form of communication.*

Zero tolerance

If necessary children may bypass the Zone Board and be referred directly to the Senior Leadership Team (SLT), e.g. physical aggression, inappropriate or offensive language, severely dysregulated behaviour.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Executive Headteacher or Head of School (SLT) immediately or, in their absence, to the nominated member of staff.
- The SLT investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the SLT deems the incident to be unacceptable behaviour, they will record the incident on CPOMS, and record it on the pupil's Behaviour Management Contract (Annex A) if they have one. The behaviour will also be recorded on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – SLT will determine the period the pupil will be removed from the classroom, as well as any breaktime detention time.
- The SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The SLT will request that the pupil's class teachers set them appropriate work to complete. Consideration and a clear reintegration process will be given to what support is needed to help the pupil return to class safely and meet the expected standards of behaviour.

Breaktimes and Lunchtimes

Playtimes and lunchtimes are an important part of the school day. They provide an opportunity for pupils to develop their social, physical and emotional health and well-being. All staff take part in playground supervision and our expectations of good behaviour remain the same as during more structured times within the school day. Staff continue to use our Zone Board and behaviour procedures during this time to praise and reward consistent good behaviour and to address incidents of misbehaviour.

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, during school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the Executive Headteacher or Head of School decides to withdraw this power from any teacher.

Parental consent will not be required for detentions and therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Serious Incidents

In instances of verbal or physical aggression or intimidation towards children or adults or continual refusal to follow adult instructions, despite the use of the above consequences, children may be excluded from school on a fixed term basis. If the behaviours continue and are not modified by school support a Pastoral Support Plan may be recommended to avoid further exclusions. A permanent exclusion will always be a last resort but will be considered if behaviours do not significantly improve. This will be discussed with parents and appropriate bodies wherever possible. Individual assaults on staff or children may result in

immediate permanent exclusion or a fixed term exclusion whilst the incident is investigated before leading to permanent exclusion. Where a child's behaviour and failure to follow instructions is giving us safeguarding concerns this will be considered to be a serious incident and will lead to appropriate bodies being informed and further action being taken. In these circumstances a child may not be safe to attend educational visits off site.

Teachers do not admonish a child using physical violence. As staff have a duty of care, we will intervene physically if a child is in danger of hurting themselves or others. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Departmental advice for schools is available 'Use of reasonable force in school's guidance' <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Parents will always be informed if their child has received physical intervention in any way. All incidences of physical intervention will be recorded.

Bullying (see separate Anti-Harassment and Bullying policy)

Section 89 of the Education and Inspections act 2016 dictates that all schools must have measures in place to encourage good behaviour and prevent all forms of bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically, emotionally or virtually. Bullying can take many forms i.e. cyber bullying via text messages or gaming and is often motivated by prejudices against particular groups. A record of bullying behaviour will be recorded on our CPOMS system.

Racism and Discrimination

Derogatory racist and discriminatory comments and actions, about colour, culture, sexuality and gender identity are totally unacceptable. They are dealt with in school by education, but if they continue parents will be informed and the incidents will be recorded in the peer-on-peer abuse log and reported to the local authority. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. A record of racist or discriminatory behaviour will be recorded on our CPOMS system.

Behaviour management outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Harassment and Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Prohibited items, searching pupils and confiscation

The Executive Headteacher, Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The Executive Headteacher or Head of School should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

The prohibited items are:

- Knives and weapons
- Dangerous toys or items
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used: - To commit an offence; or - To cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Dangerous or inappropriate toys or items

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DFE's Searching, Screening and Confiscation guidance when conducting searches and confiscating items. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data on CPOMS, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of pupil support units and managed moves.
- Incidents of searching, screening and confiscation.
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed termly by the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Roles and Responsibilities

The Role of the Governors

- To support the Executive Headteacher and Head of School in implementing this policy.
- To visit school regularly and comment on the standards of behaviour that are evident.
- To ensure that all staff act appropriately in applying this policy.
- To deal with complaints as set out in the complaints policy.
- To ensure that severe behavioural issues are dealt with in accordance with National and County legislation and guidance.

The Role of the Executive Headteacher

- To ensure this policy is published on the school website.
- To establish high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- To determine the school rules and any disciplinary sanctions for breaking the rules.
- To publicise this policy in writing to staff, parents and pupils at least once a year.
- To implement the school Behaviour Management and Anti-Bullying and Harassment Policies consistently throughout the school.
- To report to Governors when requested on the effectiveness of the Policy.
- To ensure the health, safety and welfare of all children in the school.
- To keep records of severe behavioural incidents.
- To take responsibility for giving fixed term and permanent exclusions; both of these actions will be with the advice of the school / Chair of Governors.

The Role of Head of School and SENDCo

- To collaborate with the governing board, Executive Headteacher as part of the SLT, to determine the strategic development of behaviour and social, emotional and mental health (SEMH) provisions in the school.
- To undertake day-to-day responsibilities for the successful operation of the behaviour and SEMH practices to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- To support teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The Role of Teachers

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

The Role of all Staff

- Act as positive role models demonstrating and promoting our core Christian values.
- Record on CPOMS any incidents of Red Zone behaviour.
- Deal with all behaviours calmly, rationally and fairly.
- Ensure that there are clearly understood and fairly applied boundaries of acceptable behaviour.
- Notify parents of behavioural concerns and work in positive communication for the good of the child, sharing strategies etc.
- Reinforce good behaviours throughout the school.
- Supervise any child who may be reflecting on their behaviour during playtime or outside of the classroom.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Not to tolerate disruption and to take proportionate action to restore acceptable standards of behaviour.
- To show respect for all members of our school community.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Role of the Pupils

- To put into practice our core Christian values that are promoted in this school.
- To follow the Code of Conduct by trying their best to follow the classroom rules and conducting themselves around the school premises in a safe, sensible and respectful manner.
- To be good role models for behaviour.
- To take responsibility for their actions by reflecting on what they have done wrong and putting it right.
- To show respect for the opinions and beliefs of others.

- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- To show respect for authority.

The Role of the Parents and Carers

- To work collaboratively with the school to support the Behaviour Management Policy.
- To share any concerns that they may have about behavioural issues with school.
- To allow school to investigate and address any behavioural issues.
- To support the school with its reasonable use of consequences.
- To discuss any further concerns with the Executive Head Teacher or in her absence, the Head of School.
- To treat all staff, parents and children with respect in person and in all forms of communication.
- To resolve disagreements in a respectful manner.

Incidents of verbal and/or physical abuse or threats against staff, children or other parents will not be tolerated and may lead to sanctions from the Governing Body and/or the Severn Academies Education Trust. In extreme cases parents may be excluded from school premises for a fixed term. Whilst it is accepted that different parents view language differently, cases of language that is unacceptable in front of young children will be dealt with by the Headteacher; the adults spoken to and in extreme cases the matter referred to the governing body or SAET for sanctions.

Our aim is for all parents, children and staff to feel safe and free from anxiety when visiting our school. This can only be achieved through a common understanding of what is acceptable and with respect for the feelings and values of others. Parents will have the right of appeal to the Governing Body or SAET if they feel unfairly treated.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

Monitoring and Evaluation

- The Headteacher, governors and staff will evaluate the appropriateness of this policy on a constant basis and amend if necessary.
- The views of the parents and pupils about behaviour will be sought annually in questionnaires and pupil voice activities.
- Behaviour is evaluated regularly in the Self Evaluation Form according to Ofsted criteria and judgments by staff and governors.

Annex 1

Hartlebury Church of England (Voluntary Controlled) Primary School

Behaviour Management Contract

Section 1 – Agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on _____

Pupil signature: _____

Teacher signature: _____

Annex 2

Hartlebury Church of England (Voluntary Controlled) Primary School

Behaviour Management Incident Form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	

Before the incident: what led to the behaviour?

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During the incident: what did the pupil do?

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After the incident: what were the consequences of this behaviour?

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Additional comments

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Annex 3

Hartlebury Church of England (Voluntary Controlled) Primary School

Behaviour Management Observations Review Form

Name of pupil		Year group	
Name of key worker		Date	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments