



Hazelbury Primary School

Behaviour for Learning Guidelines

1. Aims

These guidelines setsout a framework within which Hazelbury proactively promotes and rewards good behaviour, and deals with behavior that is not acceptable.

- ✓ encourage mutual respect and tolerance
- ✓ ensure the safety and emotional well-being of every member of the school community
- ✓ discourage all forms of discrimination, harassment and bullying
- ✓ promote positive behaviour management, with an emphasis upon praise when the appropriate behaviour is achieved
- ✓ ensure that a consistent and fair approach is applied to all aspects of school life and members of the school community
- ✓ ensure social inclusion so that all members of the school community are valued
- ✓ have clear communication with clear guidelines that are understood by all involved

2. Hazelbury Values

Our values underpin daily practices and encourage the development of desirable behaviour within the school community (children, staff, governors, parents and visitors). The values are regularly shared and discussed with the whole school community and through them we aim to promote self-discipline and positive self-esteem.

The values are: Respect, Responsibility, Safety, Collaboration, Resilience and Success.

We believe that if these values are adhered to, then the natural outcomes for children and adults will be:

- ✓ a positive educational experience
- ✓ high and realistic expectations
- ✓ healthy relationships between everyone
- ✓ a safe, orderly and secure environment
- ✓ an environment where teaching and learning flourish
- ✓ fair consideration and equal opportunities

3. Implementation

- ✓ all new families to receive a leaflet, be directed to the policy on the Hazelbury website
- ✓ All families are requested to sign a Home – School Agreement annually
- ✓ all new staff and trainees to receive training in the policy implementation
- ✓ staff, children, parents and members of the Local Education Committee to be regularly consulted and informed of any changes
- ✓ Guidelines discussed by School Parliaments and opportunity provided for comment
- ✓ Values are prominently displayed, discussed and reinforced in classrooms, and in assemblies
- ✓ Serious Incident Forms to be completed to record, track and monitor issues following school procedures
- ✓ Physical Intervention Forms to be completed to record, track and monitor issues following individual school procedures
- ✓ Classes to have regular ‘circle time’ and have a ‘Trust Box’ to enable communication from children about any issues

4. Roles & Responsibilities

We believe that all stakeholders have a shared responsibility for their own behaviour and the behaviour of others.

ROLES AND RESPONSIBILITIES	Staff & Governors	Child	Parent
actively promote positive behaviour and respect	✓	✓	✓
support the school's policy for behaviour and discipline	✓	✓	✓
actively follow and promote the values at all times	✓	✓	
act as examples of desirable behaviour	✓	✓	✓
monitor the welfare of the pupils, recording incidents /causes for concern	✓		
deal with incidents fairly and consistently, using restorative techniques	✓		
celebrate success when achieved	✓	✓	✓
encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓
provide opportunities for children to assume positions of responsibility and leadership	✓		
treat everyone in the school community with kindness and respect	✓	✓	✓
strive for success in all areas of school life	✓	✓	
take responsibility for their own behaviour and an active role in resolving issues	✓	✓	✓
tell adults if they (or others) are upset or have a problem		✓	
behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school		✓	
take care of school property, personal possessions and those of others		✓	
ensure their child's regular attendance and punctuality			✓
inform the school of any circumstances which may affect their children's well-being, behaviour or ability to maintain relationships			✓
attend meetings to discuss issues regarding their children			✓
read and sign the home-school agreement		✓	✓
show courtesy and respect to all members of the school community	✓	✓	✓
act as a good role model to their child			✓

5. Promoting Positive Behaviour

All members of the school are valued as individuals. Our ethos is to create an environment in which positive behaviour is encouraged and reinforced, and positive attitudes fostered. We promote the right for children to speak out and seek help in all aspects of their wellbeing. We believe that praise and reward is key to creating a positive atmosphere where children have the opportunity to succeed.

Adults will lead by example and model good practice.

Whole School Strategies

- ✓ Providing clear and consistent expectations
- ✓ Recognition in Achievement Assembly through special mentions and Values stickers
- ✓ Star badges in Achievement Assembly for sustained effort to improve behaviour or consistently good behaviour and attitude ('Always' children) recorded in the class Achievement Book
- ✓ 'Circle Time' activities or explicit PHSE lessons where appropriate behaviour is explored and discussed
- ✓ Working in partnership with other agencies e.g. the SWERRL within a class, group or individually
- ✓ Giving positive feedback to classes and SLT through the School Parliament

- ✓ Providing certificates and rewards for good behavior or attendance eg trips, after school clubs. Attendance certificates will be presented termly and for meeting School targets and 100% attendance.
- ✓ Attendance reward breakfasts take place termly for classes, an annual celebration is held for the highest family attendance and attendance is celebrated for classes weekly in family assemblies
- ✓ Actively promoting the School Values at all opportunities
- ✓ Sending postcards home to celebrate children promoting the Hazelbury values
- ✓ Noticing and praising positives all the time 'catch them being good'
- ✓ 'PIP' & 'RIP' Praising in Public, Reprimanding in Private
- ✓ Being fair and ensure consequences are proportionate

General classroom strategies include:

- ✓ Using a table / class seating plan until routines are established
- ✓ Giving the children carpet places / partners
- ✓ Providing and sticking to a lining up order, for key children or the whole class until able to decide independently
- ✓ Giving responsibilities / class 'jobs' / monitors
- ✓ Using random selection to show fairness, eg, lolly sticks, straws, etc.
- ✓ Using marbles in the jar (Jar of Good Choices)
- ✓ Sending pupils to another adult e.g Assistant Headteacher
- ✓ Ensuring classroom organisation and routines are in place
- ✓ Dealing with incidents on an individual basis, enabling personalisation where appropriate
- ✓ Strategic ignoring and positive re-direction, highlighting the good example of others
- ✓ Using reflection time to consider the values
- ✓ Giving warnings before sanctions
- ✓ Ensuring follow up conversations take place
- ✓ Allowing children to have a fresh start once an incident has been addressed

Personalisation

Some children will need more support, and a personalised approach which may include:

- ✓ Time Out/ reflective time
- ✓ strategic ignoring of low-level inappropriate behaviour
- ✓ individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets)
- ✓ arranging for pupils to work on a 1:1, group or classroom basis e.g. with school-based Learning Mentors
- ✓ personalised behaviour or reward charts for individuals after discussion with the Inclusion Team
- ✓ Home/School Book
- ✓ Behaviour Contract

Expectations

Each child may receive at one of the following per year:

- ✓ a special mention in Assembly
- ✓ positive verbal conversation with parent or postcard home

Remember:

- ✓ we use positive strategies whenever possible
- ✓ our aim is to train the children so that they can learn to manage the basic routines independently, however this will depend upon their age and stage of maturity, and so should be adapted as they develop
- ✓ a firm, assertive voice can be used but not shouting
- ✓ an individualised Class Code could be developed with the children, relating to the Values
- ✓ use a book or similar to track warnings if necessary, but don't write names on the board

6. Unacceptable Behaviour

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos, on rare occasions children's behavior can be unacceptable and they may require additional support.

The following are examples of unacceptable behavior in our schools, with guidance as to how this may be managed.

Guidance regarding levels of unacceptable behaviour

<i>Level 1 (Class Log)</i>	<i>Level 2 (Class log / SIF)</i>	<i>Level 3 (SIF)</i>
	Persistent Level 1 behaviour	Persistent Level 2 behaviour
Disregarding Values		
Pushing in or not taking turn		
Interrupting		
Talking when an adult is speaking		
Attention seeking		
Spoiling others' games		
Avoiding work / wasting time		
Bringing sweets, chewing gum or inappropriate items to school		
Calling out / making inappropriate noises in lessons		
Running inside school		
Spreading rumours		
Arguing with pupils	Arguing with staff	
Stopping the learning of other children	Frequent disruption to lessons	Persistent disruption to lessons
Disrespectful attitude	Rudeness	Verbal abuse of staff or pupils
Using swear words and gestures	Swearing at pupils	Swearing at staff
Play fighting	Aggressive play	Fighting
Lying	Persistent lying	Blatant dishonesty and refusal to accept responsibility
Lack of co-operation	Refusal to follow instructions / deliberate defiance or disobedience	Dangerous defiance or refusal to follow instructions
Being careless with school equipment	Defacement, eg, scribbling on desk or others' work	Graffiti / vandalism / wilful destruction of the school environment or property
Unwanted physical contact	Kicking, hitting, punching, biting, pushing, etc	Violent physical attack or causing bodily harm towards pupils or staff
	Retaliation	Serious physical retaliation
	Leaving class without permission	Leaving school without permission
	Inappropriate touching	Inappropriate sexualised behaviour
Spitting on the ground		Spitting at a child or adult
Teasing, name calling		Intimidation or tormenting (including via the internet)
		Racial, social, cultural, homophobic or religious abuse
		Stealing
		Possession / use of weapons, drugs, alcohol, cigarettes or other inappropriate materials
		Putting themselves or others at risk of harm

		Bullying or extortion
		Inappropriate use of social media
		Bringing the school into disrepute, before, during or after school

7. Sanctions

When dealing with inappropriate behaviour the following graded response and consequence procedure may be used as guidance, however the level of seriousness of the behaviour, the age, needs and situation of the child and the context in which the problem arose will be taken into consideration. Possible consequences of unacceptable behaviour are:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Reminder of the Values Verbal apology Finishing work at break time or at home Positive re-direction, highlighting the good example of others Being spoken to about the consequences of their behaviour by a member of staff Parents informed verbally (could be by telephone or at home-time) Re-positioning within the group / classroom Distraction free work area in the classroom Removed from a game at break / lunchtime for a set period Talking through and resolving incidents, recording when appropriate 	<ul style="list-style-type: none"> Restorative meeting held Incident recorded in Pupil Records file Written apology Exclusion from after school activities, eg. Football Club Being spoken to about the consequences of their behaviour by a senior member of staff Parents contacted and a meeting held with the child in attendance Regular Home – School communication Re-location to another class for a specified period, with work Loss of break time Regular monitoring of pupil's work or behaviour and parents kept informed Senior staff investigating and recording behaviour 	<ul style="list-style-type: none"> Being spoken to by Headteacher and parents together Behaviour contract between pupil, parent and teacher with specific targets and time scale Headteacher's letter sent to parents (copy kept on file) Regular monitoring of work or behaviour by Headteacher Community service Fixed term exclusion (this can include lunchtime exclusions) In-school exclusion Support requested from outside agencies, eg, BSS, EP Permanent Exclusion

Right to Search and Confiscation

Headteachers and their designated staff have the right to search for prohibited items with or without consent. They will follow the guidelines from 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies February 2014'.

Inappropriate items may be confiscated. These will be returned after a designated time (up to a week) to either the child or parent.

Restorative Practice

All members of the school community will try to use restorative strategies to repair relationships. Individuals are given the opportunity to rehearse conversations before being brought together for a meeting. A 'script' is available for staff and children to use to structure the supported restorative conversations. The children are given the opportunity to explain how the incident has affected them, and how it can be put right, including any consequences. This empowers children, and is a strong motivator to encourage children to take responsibility for their actions, so that the behaviours are reduced.

Exclusion

Only the Headteacher may exclude a child, which is a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the child and their parent(s), recorded on file, and the school must follow DfE guidelines: **Exclusion from maintained schools, academies and pupil referral units in England**.

8. Recording Incidents

- A Serious Incident Form (SIF) must be completed for level 3 or above incidents, and reported to Headship, and may be for level 2, using other children's initials for confidentiality.
- All SIF must be signed and dated by the reporter, and Headship.
- Any incidents where parents have been informed, are serious or persistent, **must** be logged in the Class Record File for tracking and future reference.
- The Headteacher will be informed of Level 3 incidents when considering exclusion
- Exclusions and SIF will be monitored by Headship for Behaviour, for termly reporting to Local Education Committee and where necessary the Local Authority.

9. Bullying, Racial and Equality Incidents

These incidents, are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalisation must refer to the school's **Anti-Bullying and Anti Racism Statement**. Incidents should be reported to Headship and recorded on a Serious Incident Form.

Serious incidents are reported to the Local Education Committee termly.

10. Physical Intervention

Our commitment to positive behaviour management means that physical intervention is used very rarely, and only as a last resort when all other preventative methods have proved ineffective. We have a number of staff trained in the 'Approach' technique of physical intervention. (Refer to the **Physical Intervention Policy**)

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force. It says, "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil)
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise".

Addendum to the Behaviour for Learning Guidelines during COVID

This addendum applies until further notice. It sets out changes and exceptions to our normal behaviour guidelines. Pupils, parents and staff should continue to follow our normal behaviour guidelines with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Expectations for Pupils in School

When pupils are in school, we expect them to follow the procedures set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these and make sure they are followed consistently.

Parents should also read the procedures and ensure that their children follow the new procedures that have been put in place.

- There are altered routines for arriving or leaving the school, including the start and finish times of the school day, the one-way system around the premises and the location in which children enter and exit the building
- All pupils will be mindful of hygiene, such as handwashing and sanitising and will be expected to follow the procedures in place within the classroom to ensure cleanliness
- Pupils will only be able to socialise within their ‘bubble’ as outlined by the school, including at lunch and break times
- Pupils are only able to move within their building and movement outside of the classroom within buildings will be limited
- Pupils will follow the sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands
- Pupils are encouraged and have a responsibility to tell an adult if they are experiencing symptoms of coronavirus
- Pupils will follow guidelines regarding sharing any school equipment or frequently used items such as pencils or pens. They will have their own resources and shared resources will be minimised and cleaned appropriately.
- Timings of play times may be adjusted and these may not always be outdoors
- Dining will happen within classrooms
- Pupils will be designated their own toilets
- Pupils must not cough or spit at or towards any other person

Rewards and Sanctions

Our Hazelbury behaviour policy and guidelines continue to be in use at this time, with amendments. Our emphasis on praise and encouragement will remain as the foundation for supporting good behaviour. Children will be encouraged and rewarded for making safe, responsible choices, demonstrating school values and completing good work, both in school and at home in their virtual learning environment. We expect children to follow expectations and amended routines so that all of the school community can feel safe and secure, with physical and emotional wellbeing as priorities. Wilful disobeying of rules relating to any of the above amendments in procedure will be sanctioned appropriately and proportionately.

Some sanctions are adapted, such as the use of giving children ‘time out’ in another space, most sanctions will be applied within their bubble. If they cannot be, if the behaviour is deemed to be too severe or dangerous, then parents may have to be called. Then strategies, including those for re-integration, will be explored before the child can return, if appropriate.

Certain behaviours now have more serious consequences, such as those for spitting, play fighting or pushing and so on. Each incident will be considered individually in regard to a suitable sanction. Any contravention of expectations by children will be taken very seriously. Children who are displaying behaviours that put others at risk will be given very clear guidelines on what is expected of them and what the consequence might be should they continue to display unsafe behaviour. A pupil may be asked to go home if they are unable to make safe choices.

Exclusions can still be authorised by the Headteacher, in line with the school behaviour policy, should an incident warrant it, such as deliberate non-following of hygiene and social distancing expectations.

Physical approach may still be used if a child's behaviour puts anyone at risk and is, as always, only to be used as a last resort, carried out by trained members of staff. Staff will wash their face and hands thoroughly after any approach has been carried out and arrangements may be made for the child to go home.

SEND Provision

Our school acknowledges that children have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of varied experiences, children, including those with SEND, may present with behaviour that is not usual, this may include:

- anxiety
- lack of confidence
- challenging behaviour
- fight or flight response
- anger; shouting, crying
- hyperactivity and difficulties maintaining attention

We will include personalisation for specific children with individual needs, that may make new requirements, for example, social distancing, difficult for them; we will identify any reasonable adjustments that need to be made for these particular children.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be reintegrated back into school as soon as reasonably possible. School is working closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, we will seek external support from other agencies such as Educational Psychologists or Early Help services.

Our Children's Mental Health

This recent period of time has been very difficult for a large number of pupils and their families. A significant amount of school has been missed by many children and their learning, social development and routines have been disrupted as a result. We expect, therefore, that many pupils might find it hard to adjust to being back in school and may have experienced difficult times whilst they have been away. The school is therefore incorporating more time in the curriculum for consideration of the social and emotional aspects of learning. Children will be given varied opportunities to explore and understand ways to manage their mental health and also support others to do the same, through increased circle time, PHSE and mindfulness as well as engaging in a recovery curriculum. Pupils will be encouraged to make use of the Trust Box and the wellbeing checker, should they need, and take part in games to support them to adapt back into school life, enjoying being with friends and teachers again, as well as moving forward in their learning.