

Behaviour Policy 2022

This policy should be read alongside the following: CP policy, DFE – Behaviour in Schools 2022, DFE – Searching, screening and confiscation, KCSiE 2022, Anti-bullying policy, Equality Act 2010, SEND policy

As staff at Hawkinge Primary School, it is our responsibility to develop well rounded citizens who can play a full role in society. It is important that we prepare the children for the next stages of their education throughout their time at our school; this means we also have to teach them about how to behave in different ways, at different times. It is expected that all children show respect for one another, can communicate in a clear and friendly way, behave in lessons to make the most of the learning opportunities themselves and not inhibit the learning of others through their behaviours and can continue to uphold a good code of behaviour in more unstructured times.

We are committed to support the pupils by leading by example, being consistent and fair in our approaches and by giving the children support in regulating their emotions.

Whole school principles

- Clear explanation of rules and the reasons behind the rules with regular reminders
- A consistent approach to expecting children to adhere to the rules
- Rewards for the children who consistently follow the rules (Golden Time, stickers, positive praise, dojo points / set dojos) Good behaviour should not be rewarded with anything else.
- A consistent approach to rule breaking
- Not reprimanding whole groups of children / class of children
- Monitor children who are finding it hard to consistently behave within the school rules
- Two school rules that encompass everything – Be Safe & Learn well (these rules are displayed in each classroom and around the school)

Golden time Y1 – Y6

Each child automatically has 30 minutes of Golden time each week. To ensure this time is 'golden' the activities need to be interesting, varied and signed up for in advance. Once the children have chosen their activity for the week (this is something they are working towards) it should not be changed.

- If a child has broken a low level behaviour rule, have had a reminder and then continue to break the rule they will lose 1 minute of GT (NEVER in chunks of more than 1 minute)
- It is ok to lose a minute of GT and should not be seen as devastating for children. Mistakes are ok!
- If children have lost GT they must sit out of their activity for the number of minutes they have lost.
- Children should not lose more than 10 mins of GT each week. If a child is losing between 7 – 10 (or more) minutes of GT each week / or are using the Partner Class* on a regular basis we need to look at the provision for that child and interventions to support them in regulating their behaviours.
- GT should not be lost for missing homework/ forgetting a reading book

Responding / noticing good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Strategies used across the school

- Pause Direction
- Correcting children without spoiling the flow of your teaching
- Tactical ignoring
- Partial Agreement
- When Then
- Take up time
- Choice Direction
- Deferred consequences
- Certainty not severity
- Class dojo / set dojo used from Y1 to Y6 (timely)
- Noticing good behaviour
- House points / house rewards

***Partner Class** If a child is unsettled and despite a range of reminders and redirection (then lose 1min GT) & they are still being disruptive they will be asked to join the 'partner class' where they will be expected to settle and complete their work. If this does not happen the HT / DHT / SENCo will intervene. The child must have meaningful work to do. Behaviour in schools 2022

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

'Detentions' can be used to help children develop a natural consequence for behaviours. In this policy a detention would be in school time – missing part of a lunchtime / break time. With these detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Staff must supervise these detentions at all times.

What happens if a child does lose 10 mins of GT?

If a pupil misses 10 minutes of his/ her golden time in a week, they should be sent by their class teacher to Tori Hanner (SENCo) at a pre-arranged time. During this time she will discuss the pupil's behaviour with them and set a target for them to meet for the following week (for example: to lose no more than 6 minutes Golden Time next week) This meeting / and or target will be recorded by Tori on the Edukey system to enable us to track regularity

The second time the child will be sent to the Deputy head in a timely fashion.

The third time the child will be sent to the Head teacher. At this stage the HT will either contact parents / discuss next steps if this has not already been done.

Suspension / Permanent exclusions

These are both a last resort at Hawkinge Primary School – when all other avenues have been explored, or suspension may be used in cases of extreme behaviour.

DFE – Behaviour in Schools 2022 states: *All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.*

Responding to the needs of children

with SEND (DFE Behaviour in Schools 2022)

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should ... ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have

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Children who are not consistently working within the school rules / expected behaviour

This needs to be monitored carefully and discussed with the HT / DHT / SENCo

The following interventions may help:

- Lego Therapy
- Emotional Regulation
- Individual behaviour contract
- Reporting systems
- *Regular movement breaks*
- *Adjustment of seating plan*

It would be expected that Behaviour Scales / Boxhall profile are completed termly. It would be expected that teachers would discuss the issues at Parents' Evening with parents- HT / DHT / SENCo will also have open, regular conversations with parents

In the EYFS, children will spend time learning the school and class rules. All staff will be proactive in commenting on and modelling good behaviour and instances that follow these rules. Stickers will be awarded for good behaviour. When a rule is broken, an adult will clearly explain which rule has been broken. The adult will then lead the child away from their activity and share a social story about that rule, before discussing how to fix/correct/apologise as appropriate. If a child continually struggles to follow the rules, the class teacher will speak to the child's parents to share concerns and discuss a way forward. In this instance, the class teacher will also speak to the HT/DH/SENCO to discuss alternative strategies.

Reasonable Force

At Hawkinge Primary School the use of 'Reasonable Force' is ABSOLUTELY only to be used as a last resort. During the course of any physical intervention use of voice is likely to be the best tool available to staff in seeking to de-escalate the situation. Staff should attempt to communicate with the child at all times.

There are circumstances when it is appropriate for staff in schools 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'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property (DFE Behaviour in Schools '22)

Conduct outside school hours (DFE Behaviour in Schools 2022)

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include:

- *when taking part in any school-organised or school-related activity*
- *when travelling to or from school*
- *when wearing school uniform*
- *when in some other way identifiable as a pupil at the school*
- *behaviour that could have repercussions for the orderly running of the school*
- *behaviour that poses a threat to another pupil or*
- *that could adversely affect the reputation of the school.*

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

*Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.***

However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.