



# Hartington C of E Primary School

**"Caring & sharing as part of God's family"**  
*"Loving our neighbour as we love ourselves" - Luke 10:27*

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## Behaviour Policy

Hartington C of E Primary School

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**Date reviewed**                      **February 2024**

**To be reviewed**                      **Bi-Annually**

**Reviewed by**                              **Tracy Blackwell**

**Signed by**                                      .....

**Chair of Governors**                      .....

**HeadTeacher**                                      .....

<b>Summary of changes</b>	
<b>Ratified by Governing Body</b>	

## **PRINCIPLES**

The Governing Body acknowledge that good behaviour is essential for learning and teaching to take place and should ensure this is encouraged and reinforced through creating a calm and purposeful environment in school. Good behaviour is also an important outcome of education and can improve learning outcomes and life chances. The school has a central role in the children’s social and moral development through the promotion of Christian values.

Appropriate behaviour requires that children are aware of the consequences of their actions and the impact their behaviour can have on others. It is important children learn to accept responsibility for their own behaviour. The Governing Body believes that it is an essential part of children’s development that they should know how to live in an appropriate and positive manner.

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. The Education and Inspections Act 2006(EIA 2006) changes the legal basis of teachers’ and other school staff’s authority to discipline pupils.

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline.
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

The Governing Body is committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community. Vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – will receive behavioural support according to their needs.

The Behaviour and Discipline Policy includes the expectation that everyone can always seek to improve their behaviour whatever may have happened in the past. Staff are therefore encouraged to take an “Every day is a new start” approach. Forgiveness is an important part of the Christian message and underpins the way we can move forward together following incidences of poor behaviour.

## **AIMS**

- To create a happy and safe environment in which the children can grow, develop and learn.
- To create a climate which encourages and reinforces good behaviour.
- To define a consistent response from staff which is fair and appropriate.
- To promote self-esteem, self-discipline and positive relationships. To ensure that children know what is expected from them.
- To encourage the involvement of all staff and families in the implementation of this policy. This recognised in Parents' Consultations, Home/School agreements, diaries and general feedback.

## **ROLES AND RESPONSIBILITIES** All pupils are encouraged to:

- Keep themselves and others safe
- Be responsible for themselves and possessions whether their own or the property of others or the school
- Care for others
- Be polite and courteous
- Be respectful of their own and others' right to learn
- Use IT responsibly in line with the Acceptable Use agreement

### All adults should:

- Model high standards of behaviour in relationships with other adults or children • Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Use praise to show appreciation for the efforts and contributions of all.

### All parents are asked to:

- Ensure their child arrives at school at 8.50am so they can be ready to start lessons at 9.00am.
- Ensure their child arrives at school ready to learn by ensuring their child has a good night's sleep and a good breakfast
- Support their child through providing a suitable time and place to complete homework and hear their child read their school reading books regularly and often (teachers will provide guidance as to the frequency).  
Promote a positive attitude towards school.

## **EXPECTED BEHAVIOUR**

### Before school

- Children should not arrive in school before 8.45 except with prior permission from the Head Teacher.
- Staff should ensure that children are seated and engaged in a quiet activity such as reading.

### Classroom

- Children should behave in a way which helps them to achieve and learn. They should not distract others or prevent the teacher from teaching.
- The class teacher is responsible for maintaining this level of behaviour and should deal with incidents as they arise.

### Playtimes

- At all times children should play where they can be seen and if they need to go out of sight, such as going to the toilet, should always ask the member of staff on duty.
- Children may not climb or sit on the surrounding walls or trees
- The member of staff on duty should make decisions concerning where the children may play and what equipment may be used.
- Children should not be allowed indoors without permission.
- At the end of break, the member of staff on duty will ring the bell and the children line up quietly in year groups before entering the school.
- During wet playtimes, children should remain supervised in their own classroom. Quiet games or computer activities will be provided. Running around indoors is not allowed.

### Lunchtime

- The Mid Day Supervisor is responsible for behaviour during lunch with the support of the staff.
- Lunch begins with a grace chosen by the children in turn.
- Children should follow instructions given by adults regarding the serving of lunch and clearing away.
- Older children should model excellent behaviour and support younger children when dining together.

### After School

- All children should leave school calmly. Staff will monitor the playground and children should return to class if there is no one to meet them.
- KS1 children should be accompanied to the gate by teaching staff to meet parents.

## **Outside School**

The same standard of behaviour is expected of children involved in extracurricular activities on or away from the school premises, on educational visits, participating in sporting activities, online, travelling to or from school, and when wearing the school uniform in a public place. The EIA 2006 gives schools the statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

## **REWARDS**

At Hartington C of E Primary School, we endeavour to strike the right balance between rewards and sanctions. Consistently good behaviour and improved behaviour are both rewarded. This is done through:

- Praise when good behaviour is observed
- Special mention in Collective Acts of Worship or lunchtimes
- Stickers
- Privileges
- House points

## **DISCIPLINE**

Disciplinary penalties have three main purposes:

1. To impress on the child that their actions are unacceptable
2. To deter the child from repeating that behaviour
3. To signal to other children that the behaviour is unacceptable and deter them from doing it.

In applying any form of discipline, staff should consider the age, ethnicity, gender, special educational needs and disability of the pupil. They should make it clear that it is the behaviour not the person that is disliked and what changes in behaviour are required. The Head has overall responsibility for discipline in the school and should be consulted or asked to intervene to reinforce an action when necessary. Incidents of bad behaviour may be investigated to determine if they constitute bullying. The Anti-bullying procedures will then apply.

## **SANCTIONS**

Sanctions will promote positive behaviour if children see them as fair.

Sanctions should:

- Be applied early to avoid escalation of poor behaviour
- Avoid becoming cumulative and automatic
- Apply only to the individual children concerned, not the whole group
- Be logical consequence of the child's inappropriate behaviour (eg. If work is not finished in class, the teacher might make the pupils stay behind at break-time to finish it off)<sup>2</sup> Help children learn from mistakes.
- Put things right (use restorative justice)
- Never be humiliating or degrading

- Be used in a calm and controlled manner
- Be consistently applied
- Where possible, be as a result of children making choices about their own behaviour ie children can take responsibility for making good choices.

Examples of sanctions:

- Removal from the group (in class)
- Withdrawal from a particular lesson or peer group<sup>2</sup>Withdrawal of access to online learning (if misused).
- With holding participation in a school trip or event that is not an essential part of the curriculum.
- Withdrawal of break or lunchtime privileges
- Carrying out a useful task in the school

More serious sanctions which may only be applied by the Head include:

- Detention (see below)
- Fixed-period exclusion
- Permanent exclusion

Teachers should use their professional skills and experience as well as knowledge of the individual pupil when applying sanctions. They should report the need to use sanctions with the Head and other members of the teaching team to ensure all staff are updated and can act consistently, calmly and kindly.

### **DETENTION**

This will only be used as a form of discipline after consultation with the parents/carers of the pupils concerned and 24 hours' notice will be given. Detention may be applied when older children consistently fail to complete homework.

### **CONFISCATION OF INAPPROPRIATE ITEMS**

This form of discipline will be applied if:

- An item poses a threat to others
- An item poses a threat to good order for learning
- An item is against school uniform rules
- An item poses a health or safety threat
- An item is illegal for a child to have. The Head Teacher, or in her absence the senior member of staff, will exercise the right to search suspected pupils for knives or other weapons without consent according to the Violent Crime Reduction Act 2006.

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Mobile phones should not be brought to school unless the parents have specifically applied to the Head for permission on the grounds of safety to and from school. They should be kept in the School Office for safekeeping during the school day.

Confiscated items will be returned at the end of the session or day to the child or the parent as appropriate. A letter may be sent to the child's parents/carers explaining the school's policy.

## **BEHAVIOUR MANAGEMENT STRATEGIES**

The school will:

- Involve pupils in setting rules for behaviour at playtimes and in developing a class or school Code of conduct;
- Teach pupils strategies to deal with strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate;
- Provide additional support, including an IEP and liaison with external agencies, for children identified as having behavioural difficulties;
- Ensure all staff are aware of vulnerable children including those with SEN, a disability or religious belief which may impact on their behaviour;
- Train staff in behaviour management strategies as appropriate;
- Use physical intervention only when appropriate as outlined in the schools Physical Intervention Policy.

## **MONITORING AND EVALUATION**

Pupils, staff and parents have been consulted in formulating this policy. It will be reviewed after two years. Parents' feedback will be sought using the Parents' Questionnaire. Behaviour will be monitored by staff in staff meetings and reported to Governors. Use of serious sanctions will be reported formally along with the age, ethnicity, gender, SEN and disability of pupils.

### **Links to other policies:**

PSHE

RSHE

Anti-Bullying Policy

Physical Intervention Policy

Statement of Emotional Literacy

SMSC

Safeguarding Policies

Review Date: February 2025