



## **HOLLYCOMBE PRIMARY SCHOOL**

### **PUPIL BEHAVIOUR POLICY January 2023 Review January 2025**

#### **Our Aims**

- To ensure that children's learning is at the heart of our school
- To provide a positive, happy and caring ethos in the school
- To ensure everyone treats each other with respect and fairness

#### **Objectives**

All adults will promote and reinforce positive behaviour by:

- Providing a safe environment for learning
- Promoting self-esteem
- Modelling excellent behaviour themselves

#### **Methods**

As adults we will:

- Promote good relationships between adults and pupil by using a teaching style best suited to the individual, as far as possible adapting the curriculum to each child
- Maintaining a calm and well-organised environment
- Respecting individual differences and catering for these with seating arrangements, support, extra resources etc
- Be aware of our body language when dealing with pupils and to avoid confrontation or a no-win situation
- Prevent problems before they arise
- Be consistent in dealing with pupils
- Not shouting or using sarcasm

We will also be aware that persistent poor behaviour can be associated with:

- Poor relationships
- Poor self-esteem
- External problem related to home
- Trauma

**Hollycombe School uses a Trauma Informed Approach to managing behaviour**

#### **Whole School Approach**

Wherever possible the class teacher and, if appropriate, other adults will deal with problems as they arise. Parents are to be informed in the early stages so that the teacher, parent and child can work as a team to try and rectify the problems. Adults should follow the behaviour procedures below when dealing with challenging behaviour.



If a child is proving to be challenging all staff should be notified either at informal discussions or formally at a staff meeting. All adults need to be aware of the problem so they can be supportive and consistent. Some children will have a separate behaviour plan due to individual needs. When this is the case, the strategies should be clear in the Individual Learning Plan, which must also be shared with the child's parents. All staff need to be aware of these strategies and support in their implementation.

All adults in the school have an equal responsibility to reprimand a child who is misbehaving, with reference to the school rules. We must be polite, calm and supportive at all times.

The children have been involved through discussions about the behaviour and attitudes they felt were important and the sanctions that might be used if necessary. We also talked about why we need rules and how our rules make our school pleasant and safe.

### **Procedure and Practice**

Our school behaviour code is:

- Be responsible
- Be safe
- Be respectful

### **Sanctions for inappropriate behaviours**

<b><u>In classroom</u></b>	<b><u>Outside Classroom</u></b>
<b>1. Verbal warning, being clear about rule which is broken</b>	<b>1. Verbal warning, being clear about rule which is broken</b>
<b>2. Missed playtime</b>	<b>2. Missed playtime</b>
<b>3. Parents contacted</b>	<b>3. Parents contacted</b>

### **More Challenging behaviour:**

(e.g. damage to property or people; bullying behaviour or emotional abuse; repeated refusal)

1. Child to be taken to Assistant Headteacher, who will discuss the incident with the child and record relevant information on paper, and give to the HT. 15 minutes of the next available break time will be missed.
2. If the behaviour persists, the child will be taken to the Headteacher, who will discuss the incident with the child and also record it. 30 minutes of the next available break time will be missed. Parents will be informed at the end of the day.
3. If further incidences arise, the Headteacher will contact the parents to discuss the issues and a behaviour plan will be set up.
4. In all cases the DSL will consider whether a 'yellow form' is required and a safeguarding referral warranted.



**Behaviour Diaries** A Behaviour Diary ('ABCC' charts) should be started for any child whose behaviour is causing concern. All adults in the school need to be aware that a diary is being kept and it is the responsibility of all staff to enter incidents, the class teacher will be the lead adult and any queries directed to them. The SENDCo will be kept up to date and involve Inclusion Support if appropriate.

### **Inappropriate Language**

If a child reports that another child is using inappropriate language the teachers will remind them it is not acceptable. Discretion will be used with regard to inappropriate language and the context in which it is used.

### **EXCLUSION**

If there are occasions where discipline and good conduct cannot be maintained by a particular child or by allowing that child to remain in school would be seriously detrimental to the education or welfare of the child, or others in the school there may be no option but to exclude. This would be a last resort having followed our behaviour policy, involving our SENDco, LA support and the parents.

For details on all forms of exclusion please see: **the latest Guidance from the LA and the DfE**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Playtime behaviour**

We follow the same behaviour code wherever we are in school:

- Be responsible
- Be safe
- Be respectful

When going out to play the teacher on duty must ensure that they are ready and on the playground before the children.

Year 6 pupils are all offered the chance to be prefects and can be asked by an adult, if appropriate, to offer to deal with incidents or disagreements between pupils, for example, disagreements about the rules of a game. All serious issues and playground injuries are dealt with by an adult.

Activities not allowed as part of the Be Safe rule are:

- No play fighting.
- No climbing on trees, fences or walls at any time.
- During a period of wet weather the children should not go onto the grass areas unless suitably clothed and with wellies on.
- No child is allowed to leave the playground or field without permission from an adult.



## **Classroom Rules**

We follow the same behaviour code wherever we are in school:

Be responsible

Be safe

Be respectful

In lessons we also expect children to keep to our Learning Code:

- Listen
- Join In
- Keep Going

These rules were written by the whole school to represent good learning behaviour. We expect all children to adhere to these rules to the best of their ability.

Sanctions such as loss of playtime may be put in place for pupils who do not try to keep to our learning code. This time will be used for them to complete work that they have not finished or improve on work that is not their best efforts.

We expect each classroom to be a calm and focussed working environment. We give children every support to concentrate and work hard, including for our children with SEND who may work with ear defenders, or in an individual space, or with a small fidget toy, or with close adult support. Pupils may not disrupt others' learning or our behaviour sanctions will apply.

## **Behaviour in Clubs**

Usual school behaviour applies in all clubs. If rules are broken, the following action will be taken:

- 1 warning – time out is given.
- 2 warnings – parents are involved.
- 3 warnings – excluded from 1 club session.

Consistent inappropriate behaviour could result in a total ban.

## **Prefects**

All Year 6's will have the opportunity to put themselves forward to become a prefect but they will not automatically be given the role, if their own behaviour is not acceptable, though this will be adjusted for children with SEND. They will have to demonstrate that they are responsible and able to cope with the expectations of being a prefect.

If a prefect does not behave as a 'role model' the following will happen:

Warnings: 2 warnings within a week result in badge being lost for a week.

Warnings will be given for not being a good role model or not carrying out prefect duties properly.

The third time prefect status has been lost; the child will have to be interviewed by the Headteacher with the possibility of longer term/permanent removal from the role.



## Positive Reinforcement

To ensure appropriate behaviour we encourage a system of positive reinforcement and rewards. This will mean that the children will achieve rewards in some form with a short-term goal. Each short-term goal achieved will build to a long-term goal with a reward. Each class will discuss appropriate and inappropriate behaviour and rewards.

## House System

The school will be divided into 4 houses:

- Arun - red
- Wey - blue
- Lavant - yellow
- Rother - green

Children may earn points which will go towards their 'house' and towards individual certificates.

## Golden Book

Children are put in the 'Golden Book' and given a sticker and certificate to take home for recognition of good work or kindness or attributes such as resilience or perseverance etc

**Praise Post cards** will be posted to children who show 'sustained/exceptional' caring, helpful behaviour and attitudes to their peers, and work.

## Bullying

### PLEASE SEE OUR ANTI-BULLYING POLICY FOR MORE DETAILED INFORMATION

The following definitions help clarify what is meant by bullying

*Schuster (1996):*

A child is being teased, terrorized or **systematically** victimized by their peers.

*Hawkins and Pepler (2001):*

A form of aggressive behaviour where the child who is the bully has more power than the victim and **repeatedly** uses this power aggressively (through physical and / or verbal behaviours) in order to cause distress to the victim.

The words in bold help to clarify what is defined as bullying rather than a one off incident, therefore by recording all incidents in the Behaviour Log we shall be able to identify patterns of unacceptable behaviour.

Under no circumstances should bullying be tolerated. The teaching and non-teaching staff are to err on the side of caution. The following steps must be taken:

1. Be positive. Inform the child you are keeping a careful watch on the situation
2. Monitor the child's relationships with other children; the class teacher is to inform all teaching and non-teaching staff so that everyone has an awareness of a potential problem.
3. If another related incident is reported within the following one week the class teacher or other adult is to notify the Headteacher and make written notes.



4. The teacher or Headteacher will talk to the children concerned.
5. The staff will monitor, weekly, the frequency of complaints.
6. If there are repeated incidents the parents of all parties need to be contacted by the class teacher or Head. The parents should then be told that their child is experiencing some relationship problems and the parents need to be given the opportunity to add any further information.
7. The Headteacher needs to be informed at all stages and can be present if requested by any of the parties involved. If there is another incident the Headteacher will intervene and again talk to all the parents and children concerned.
8. The situation will be monitored by the class teacher and the Headteacher.

Between points 1 and 7 there should not be more than a lapse of one month.

### **Cyber bullying**

Staff must be aware that cyber bullying is becoming more common and must be alert to this happening within any forums that children may use at school or at home.

There will be one major input at the beginning of each academic year for the children and then ongoing awareness-raising.

If any child is found to be bullying another child in this way their rights to use the internet in school will be removed and reviewed and their parents will be informed.

If a member of staff is concerned cyber bully may be occurring at home please inform the Headteacher who will contact the parents with our concerns.