



# **St. Hilary School – Behaviour Management System and Policy**

St. Hilary School aims to be a happy, secure place for all. We apply a positive approach to good behaviour, where children are encouraged to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

Intrinsic to this is the trust that parents, children, staff and the local community are all involved in a home / school partnership.

The DFE has recently reinforced the need ‘to create and enforce a clear and rigorous expectation for all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’

At St Hilary School we are dedicated to promoting values, which ensure our pupils develop a strong sense of social and moral responsibility which will prepare them for life in modern Britain. Our behaviour policy supports these key British values and applies to both in school and beyond the school gate.

## **We aim to:**

- ★ Provide a calm, safe environment in which all pupils can achieve their best.
- ★ Raise children’s self esteem and help them to have confidence in themselves and others
- ★ Help children develop awareness of their own needs and the needs of others.
- ★ Promote respectful and thoughtful behaviour between all members of the school community
- ★ Promote independent self-discipline and encourage them to accept responsibility for their own behaviour
- ★ Teach children to have the skills and attitudes needed to achieve and maintain positive behaviour
- ★ Encourage everyone to contribute to our codes of conduct
- ★ Employ a consistent approach to behaviour throughout the school
- ★ Involve parents in the good behaviour of their children and have an expectation that parents will support our behaviour policy.
- ★ Involve a range of local agencies to support assessment and strategies for children displaying continuous poor behaviour

## **We encourage children to:**

- \* Care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take pride in their own achievements.
- \* Value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- \* Develop a feeling of corporate responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.

## **Code of Behaviour (whole-school)**

Our school’s ‘Code of Behaviour’ is based on the following three principles:

- 1. RULES / RIGHTS / RESPONSIBILITIES**
- 2. REWARDS**
- 3. SANCTIONS**

We expect our whole school community to behave in a non-aggressive manner and to be polite and helpful to all members at all times. We hope that these values and principles will stay with our children and they will take them out into the wider world with them once they have left us.

## **Code of Behaviour (classroom-based)**

At the beginning of the academic year, each class discusses and designs a 'code of behaviour'. The children have ownership over this code, as they (along with help from their teacher) devised these rules or guidelines for creating a harmonious and industrious environment covering the rights and responsibilities of the children in that class. Once the code has been agreed upon, it is displayed in the classroom and the children are expected to abide by it. It, and the fact the children created it, can then be referred to if a child disregards any of the guidelines.

### **Our Golden Rules:**

- ★ Follow instructions with thought and care.
- ★ Care for everyone and everything.
- ★ Show good manners at all times.

### **The Rights**

- ★ I have the right to be safe and to feel safe
- ★ I have the right to learn
- ★ I have the right to be treated with respect

### **The Responsibilities**

- ★ Rights come with Responsibilities
- ★ Responsibilities need to be learned and practiced so they become habits

### **School Responsibilities**

It is the responsibility of our School to help and support parents and carers in the education of their children.

It is the responsibility of everyone working in our School to help children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application.

It is the responsibility of teaching staff to have adequate organisation in their classrooms, and to provide a high quality curriculum.

It is the responsibility of all staff to be positive, enthusiastic role-models, and to have high expectations of both learning and behaviour. They encourage a calm and responsive atmosphere, avoiding shouting.

It is the responsibility of all staff to ensure children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

It is the responsibility of all staff to make sure children are aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime

It is the responsibility of all staff to ensure that the Golden Rules are enforced whilst children are in their care, and that children behave in a responsible manner throughout the school day.

The school also holds the power to discipline beyond the school gate.

### **Pupil Responsibilities**

It is the responsibility of every child to learn and demonstrate their understanding of rights, responsibilities and rules and how they apply both to themselves and to others

### **Governor Responsibilities**

It is the responsibility of the Governors to uphold the principles and practice of the School Behaviour Policy on behalf of all children, parents and carers, and staff at our School.

### **Headteacher (Senior Management Team) Responsibilities**

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It

is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The headteacher will ensure that pastoral care is in place for staff accused of misconduct or who are victims of abusive behaviour.

### **Parent Responsibilities**

Parents have a vital role to play in their children's education. It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes. It is very important that parents support their child's learning and co-operate with the school. We recognise the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

It is the responsibility of parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents / guardians / carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **School Parliament Responsibilities**

It is the responsibility of the School Parliament to be model school citizens. They will discuss the implementation of the behaviour management system and the school rules. They also play a major part in deciding on activities that spread a positive message around the school.

## **2. Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance and through occasional rewards and privileges.

Rewards may include:

- ☆ Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with an entry in the **Golden Book** (located in the reception area). The comments are read during 'celebration moments' during whole-school assemblies by members of the School Parliament
- ☆ Verbal praise and smiling at children
- ☆ Verbal praise to parents about their children
- ☆ Awarding 'smiley faces', stars, stickers, etc.
- ☆ Giving additional playtime
- ☆ Giving additional time for children to pursue activities of their own choice
- ☆ Sending positive letters home, praise postcards, etc
- ☆ Learning about examples of good behaviour in assembly
- ☆ School certificates (respect / healthy living / academic / creativity) awarded termly. When all four certificates have been earned, then a school badge is awarded
- ☆ Weekly certificates in assembly
- ☆ Sending good work to other staff members for reward or praise
- ☆ Special responsibility jobs

- ☆ Special privileges (e.g. free time)
- ☆ Positive phone call home
- ☆ Class-wide rewards (e.g. raffle tickets, marbles etc.)
- ☆ House-points (counted weekly – class representative adds a marble to the display in Reception)

### **3. Sanctions**

Despite positive responses as a means to encouraging good behaviour St. Hilary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. If the class/school rules are broken the sanctions that may be taken are outlined in the table below: (Sanctions will be differentiated to the needs of the children)

	<b>Example of Behaviour</b>	<b>Possible Responses</b>	<b>Possible Sanctions</b>
<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>★ Wandering about</li> <li>★ Calling out/</li> <li>★ Interrupting the teacher</li> <li>★ Talking at inappropriate times</li> <li>★ Pushing and shoving in the line</li> <li>★ Irritating other children</li> <li>★ Interrupting other children</li> <li>★ Running inside the school building</li> <li>★ Being in the wrong place at the wrong time (eg. by PE sheds during break time).</li> <li>★ Talking in assembly</li> <li>★ Ignoring instructions</li> <li>★ Silly noises</li> <li>★ Pushing in line</li> <li>★ Not completing sufficient work in lessons</li> <li>★ Not completing homework to the expected standard, including reading regularly at home as outlined by the class teacher</li> <li>★ Silly or irritating name calling</li> </ul>	<ul style="list-style-type: none"> <li>★ Speak to child</li> <li>★ Eye contact</li> <li>★ Reminders</li> <li>★ Give child choices</li> <li>★ Either stop talking or sit somewhere else</li> </ul>	<ul style="list-style-type: none"> <li>★ Change seating arrangement</li> <li>★ Sent to play elsewhere or with someone else</li> <li>★ Asked to apologise for behaviour</li> <li>★ Quiet reminder</li> <li>★ Non-verbal signals (e.g. Eye contact, pointing)</li> <li>★ Children will be given a verbal warning by the class teacher, learning support assistant or supervisor</li> <li>★ Name on board – after 3 warnings in a day move to stage 2</li> <li>★ Some incidents in this stage may result in immediate loss of play e.g. talking in assembly as children are given constant reminders of this</li> </ul>

<b>STAGE 2</b>	<ul style="list-style-type: none"> <li>★ Persistent stage 1 behaviour</li> <li>★ Deliberately harming someone</li> <li>★ Not responding to teacher</li> <li>★ Disruptive behaviour</li> <li>★ Deliberately causing a disturbance</li> <li>★ General refusal to do anything</li> <li>★ Accidental damage through carelessness</li> <li>★ Cheeky, off-hand comments</li> <li>★ Minor challenges to authority</li> <li>★ Rudeness affecting other pupil's learning</li> <li>★ Mild, one-off swearing</li> <li>★ Inappropriate remarks to other pupils including racial, religious or homophobic prejudice</li> <li>★ Lying about something that has been seen by a responsible adult</li> <li>★ Harmful/offensive name calling</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk to child</li> <li>★ Discuss consequences of behaviour</li> <li>★ Separate child from scene or other children involved</li> </ul> <p><b>In repeated cases:</b></p> <ul style="list-style-type: none"> <li>★ A class behaviour book will record repeated cases of stage 2 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>★ Separate from class or group for a while</li> <li>★ Send to another classroom</li> <li>★ Write a letter of apology or apologise verbally</li> <li>★ Completion of a 'Think Sheet', giving child time to reflect on their behaviour</li> <li>★ Complete unfinished work in own time e.g. playtime</li> <li>★ Possible temporary withdrawal of a privilege</li> </ul> <p><b>In repeated cases:</b></p> <ul style="list-style-type: none"> <li>★ Key Stage Leader or Deputy Head involvement</li> <li>★ Informal contact with the parents by class teacher</li> </ul>
<b>STAGE 3</b>	<ul style="list-style-type: none"> <li>★ Persistent stage 2 behaviour</li> <li>★ Deliberately throwing objects with the intention of breaking them or harming someone</li> <li>★ Harming someone so that they need medical help</li> <li>★ Deliberately damaging school or personal property</li> <li>★ Leaving class without permission</li> <li>★ Repeated refusal to do set tasks</li> <li>★ Continued and serious cheeky responses</li> <li>★ Serious challenges to authority</li> <li>★ Harmful or offensive name-calling, including racial, religious or homophobic remarks</li> <li>★ More serious or repeated swearing</li> <li>★ Verbal abuse of a child</li> <li>★ One-off bullying or manipulative behaviour</li> <li>★ Repeated refusal to do set task</li> </ul>	<ul style="list-style-type: none"> <li>★ Referral to Key Stage Leader, Deputy Head or Headteacher</li> <li>★ Possible involvement of SENCo (Behaviour Support) to consider putting behaviour plan in place</li> <li>★ In the case of a racial incident, the appropriate action will be taken</li> <li>★ Head or Deputy begins to keep a record of incidents</li> </ul>	<ul style="list-style-type: none"> <li>★ Sent to headteacher</li> <li>★ Contact with parents</li> <li>★ Completion of a 'Think Sheet'</li> <li>★ Possible exclusion from classroom for a period of time</li> <li>★ Possibility of parent involvement in school e.g. working with their child</li> <li>★ Possible internal playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour)</li> <li>★ Possible placing on SEN register for emotional and behavioural difficulties</li> <li>★ Consider involvement of outside agencies to assess need and to give support to the pupil, school and parents</li> </ul>
<b>STAGE 4</b>	<ul style="list-style-type: none"> <li>★ Persistent stage 3 behaviour</li> <li>★ Repeatedly leaving the classroom without permission</li> <li>★ Fighting and intentional physical harm to other children</li> <li>★ Throwing large, dangerous objects</li> <li>★ Very serious challenges to authority</li> <li>★ Leaving school grounds (or attempting to) without permission</li> <li>★ Verbal abuse of any staff</li> <li>★ Vandalism</li> <li>★ Stealing</li> <li>★ Persistent bullying, including racial harassment</li> </ul>	<ul style="list-style-type: none"> <li>★ Immediate removal of offender from scene</li> <li>★ Situation to be monitored by teachers and headteacher/ deputy headteacher</li> <li>★ Headteacher keeps a record of incidents</li> <li>★ Involvement of SENCo (Behaviour Support)</li> </ul>	<ul style="list-style-type: none"> <li>★ Telephone parents and meet with them as soon as possible</li> <li>★ Internal exclusion from lesson</li> <li>★ Possible playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour) where parents will be asked to collect their child for the lunchtime period</li> <li>★ Pastoral support programme considered</li> <li>★ Ban on representing the school and/or trips outside school- fixed period</li> <li>★ Completion of a 'Think Sheet'</li> <li>★ Involve outside agencies to assess need and to give support to the pupil, school and parents</li> </ul>

<b>STAGE 5</b>	<ul style="list-style-type: none"> <li>★ Persistent stage 4 behaviour</li> <li>★ Extremely dangerous or violent behaviour</li> <li>★ Very serious challenges to authority</li> <li>★ Repeatedly leaving school grounds (or attempting to) without permission</li> <li>★ Physical abuse of any staff member/adult</li> <li>★ Malicious physical assault on another pupil</li> <li>★ Persistent verbal abuse to a member of staff</li> </ul>	<ul style="list-style-type: none"> <li>★ Immediate removal of offender from scene</li> <li>★ Immediate involvement of Headteacher (or Deputy if Head is not available)</li> <li>★ Headteacher keeps a record of incidents</li> <li>★ Involvement of SENCo</li> <li>★ (Behaviour Support)</li> </ul>	<ul style="list-style-type: none"> <li>★ Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.</li> <li>★ Involve outside agencies to assess need and to give support to the pupil, school and parents</li> <li>★ Fixed term exclusion</li> </ul>
<b>STAGE 6</b>	<ul style="list-style-type: none"> <li>★ Persistent stage 5 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>★ Governor disciplinary sub- committee convened. Permanent exclusion from school</li> </ul>	

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

### Incident Folder

All behaviour incidents at stages 3-5 will be recorded on a behaviour element of the school tracking system (SPTO). Stage 3 will be recorded as 'grey card', stage 4 as 'yellow card' and stage 5 as 'red card'.

### Behaviour at lunchtime

Lunchtime can be a time for children to consolidate strong, sometimes lifelong, friendships with one another, and to spark an interest in a particular hobby or activity. It's a time when they have the opportunity to confide in or share problems and interests with an adult; someone they can trust and feel safe with. Lunchtime supervisors have the ability to be a consistent link with the perhaps more formal relationships within the classroom. Without doubt, the role of the lunchtime supervisor is demanding, skilful and vitally important for both individual child and the whole-school community.

Much of the "task" of supervising children during lunchtime involves common sense and thoughtfulness. It is important for the sake of the children in our care that all staff apply the same standards to all the pupils. We aim for a safe environment for our children where they are able to enjoy their lunchtime break, and do the things / play the games they choose, in an ordered, structured framework.

In the Dining Hall, most of the children are able to get on with their lunch with little adult help. Having said that, some of the children in there are very young (as young as four), and they need help from time to time to eat their lunch. A love of children really helps here; a friendly word, a smile now and then, a "spark" of humour, with the younger children in particular, can reap enormous rewards later in their school life (and make the Lunchtime Supervisor's job easier and more pleasant too!)

The above policy issues will contribute to ensuring lunchtime supervisors are:

1. Confident and able to remain calm.
2. Fair and non-judgmental towards all children.
3. Excellent role models in both verbal and non-verbal behaviour.
4. Proactive and familiar with reward/sanction systems when required.
5. Important stakeholders in the life of the whole school.

Shouting in the dining hall should not be resorted to. LSAs should have a signal to use when they would like less noise - a whistle should only be used **outside** to attract the children's attention.

LSAs are requested to inform relevant staff of any incidents they feel they should be aware of.

Incidents of poor behaviour are recorded in a book only to be used by LSAs. These incident books are monitored by the headteacher to identify any persistent offenders, possible bullying, or racial abuse. Pupils appearing regularly in the books will be informed and their behaviour closely monitored in line with the procedures above. If necessary, pupils will be subject to close supervision, or excluded from school at lunchtimes. In contrast, LSAs are also able to nominate children to receive a weekly certificate for a particular reason; nominations should be made to his / her class teacher.

### **Special Needs**

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. In the case of children identified as having behavioural special needs, the school, acting in partnership with the parents and/or carers of the child concerned, will draw up individual action and pastoral plans. The plans will detail targets for a behaviour improvement programme. Having behavioural special needs does not exempt the child from sanctions for misbehaviour.

### **Fixed-term and permanent exclusions**

Only the headteacher (or acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents must be informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

### **Use Of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Reasonable adjustment must be made for disabled children and children with SEN.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

***Please Note: Parental consent is not required to restrain a pupil.***

### **What is 'reasonable force'?**

The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

- ❖ **Control** means 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 a classroom.
- ❖ **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use 'reasonable force'?**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Using force**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

### **Staff Training**

The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

### **Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;

- the effect on the pupil or member of staff;
- the child's age.

Policy reviewed by whole staff and governors.

To be reviewed: Autumn 2020