

# Hindley J and I School



## Behaviour Policy

**January 2023**

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Mr S Wallace (Headteacher)

Mr G Doubleday (Chair of Governors)

## 1. Mission statement

### Believe and Achieve

***“Behind every young child who believes in themselves is an adult who believed first.”***

At Hindley Junior and Infant School, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.

We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be **respectful, resilient, honest, determined, confident, cooperative and ambitious.**

Children and staff worked together to develop 5 golden rules which everyone agrees to follow in order to make the school as safe as possible for all, ensures school is a happy place and that everyone can learn and flourish.

The golden rules are displayed around school, and are referenced to regularly. The rules are:

1. Respect EVERYONE, including ourselves, and EVERYTHING.
2. Always try our best, and allow others to try their best too.
3. Be honest and trustworthy.
4. Move around school sensibly and quietly.
5. Be responsible for our actions.

Our philosophy is underpinned by the United Nations Convention on the Rights of the Child, and we expect the support from parents and carers in the application of this policy.

### United Nations Convention on the Rights of the Child

Children's Rights	Adults' Responsibilities	Children's Responsibilities
Every child has the right to a primary education that develops their personality and talents to the full. Article 28, 29	Every adult has the responsibility to provide a curriculum that empowers learners to be the best that they can be.	Every child has the responsibility to work hard and be the best that they can.
Every child has the right to be protected from harm. Article 36	Every adult has the responsibility to protect children through being vigilant and maintaining an environment that is physically and emotionally safe for everyone.	Every child has the responsibility to be kind and gentle to others and to keep themselves safe.
Every child has the right to be listened to. Article 12	Every adult has the responsibility to be an active listener and to ensure that children have the skills and opportunities to be heard.	Every child has the responsibility to listen to others and to join in.

Every child who does something wrong has the right to receive help. Article 40	Every adult has the responsibility to treat children with fairness and equity and to support them to resolve problems and repair relationships. At Hindley J&I all staff, parents and carers can seek advice from the Learning Mentor.	Every child has the responsibility to be honest and to accept the consequences of their choices.  At Hindley J&I children can seek advice from the Learning Mentor.
Every child has the right to a clean environment. Article 24	Every adult has the responsibility to provide a learning environment that inspires pride and promotes independence.	Every child has the responsibility to treat the environment carefully and to tidy up.
Every person has rights, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from. Article 2	Every adult has the responsibility to respect and cooperate with others.	Every child has the responsibility to respect and cooperate with others.

### **Audience**

This policy document has been presented to and agreed upon by teaching staff, and has been distributed to all relevant members of the school team. Further copies of the policy are available from the school office or via the school website.

### **Aim**

The school has high expectations of its children, teachers and other members of the school community to ensure achievement for all.

Our behaviour policy aims to contribute to the achievement of the following:

- ✓ To promote self-esteem.
- ✓ To enable effective learning and teaching to take place. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated.
- ✓ To build relationships based on mutual respect and consideration for others.
- ✓ To reward good behaviour and provide encouragement to all children.
- ✓ To apply sanctions and consequences in the event of unacceptable behaviour.
- ✓ To treat all children fairly and apply this policy in a consistent way.
- ✓ To ensure that all staff, children, parents and governors are aware of the rewards and sanctions applied in school.

### **Principles**

At Hindley Junior and Infant School, we seek to lead children towards high self-esteem and self-discipline. We help children feel good about themselves by:

- ✓ All staff being good role models and predominantly using positive behaviour management strategies consistently.
- ✓ Teaching the children through PSHE&C, RE and the wider curriculum about respect, dealing with emotions and preparing them to become a successful citizen of the world.
- ✓ Using celebration assemblies and other avenues (school dojo, social media and celebratory displays) to promote achievement both at home and in school.
- ✓ Provide active lunchtimes and playtimes.
- ✓ Providing opportunities for children to represent their school in various ways.
- ✓ Provide opportunities for children to experience a wide range of activities and experiences to improve their 'cultural capital' and knowledge and understanding of the wider world.
- ✓ Giving the children responsibilities.
- ✓ Having a skilled learning mentor to support children and families.
- ✓ Pro-actively liaising between multi agencies to support vulnerable children.

## **Roles and Responsibilities**

We believe that an effective behaviour policy is one that promotes the cooperation of teachers, children and parents. Such a policy recognises that children are ultimately responsible for their own behaviour, have the ability to change their behaviour, and need to recognise and accept the fact that there are consequences for their actions. Children must be encouraged to develop a strong sense of responsibility for their own behaviour and respect for themselves and others.

All of our children are expected to behave in a manner which does not bring the name of our school into disrepute or threaten the health and safety of other children, staff or members of the public. This includes the journey to and from school and any school visits.

The children will:

- ✓ Take responsibility for their own actions.
- ✓ Follow the school golden rules and endeavour to demonstrate the school key characteristics consistently (to be respectful, resilient, honest, determined, confident, cooperative and ambitious).

The Headteacher will:

- ✓ Promote the school characteristics (which closely align to the Fundamental British Values) at all times.
- ✓ Prevent bullying (homophobic, physical, race, prejudicial, sexual, religion, culture, cyber, adult-adult), and ensure any incidents of this nature are dealt with swiftly.
- ✓ Regulate good behaviour.
- ✓ Maintain and publicise the behaviour policy.

The Learning Mentor will:

- ✓ Monitor behaviour logs and address any child's needs through appropriate actions. For example, behaviour plans, discussions with parents, opening Earliest Helps or agency referrals (Startwell, Social Services).
- ✓ Support colleagues and families in dealing with any behaviour issues

The SENDco will:

- ✓ Ensure that where a child has a SEND, that their behaviour is managed in an appropriate way to meet their needs, and this could be different from the general policy.
- ✓ Make referrals to external agencies when appropriate (Educational psychologists, TESS team etc.)

All Staff will:

- ✓ Adhere to the policy, the rewards and sanctions.
- ✓ Advise and consult with parents.
- ✓ Seek the support and advice of the Learning Mentor and /or SLT and/or SENDco when appropriate.
- ✓ Evidence serious negative behaviours (and follow up actions) on the school Behaviour Watch account.
- ✓ Treat all children fairly and with respect: promoting positive behaviour management strategies.

Parents/carers will:

- ✓ Support the school policy
- ✓ Engage with the school
- ✓ Access Learning Mentor support when required

## **Rewarding Positive Behaviour**

As a school we predominantly promote a positive behaviour management approach. When children demonstrate good conduct and excellent attitudes to learning, showing respect for other's ideas and points of view they can receive many forms of praise/rewards, as seen suitable, by the class teacher, learning support assistants (LSAs), other adults or peers. This may include the following:

- ✓ Verbal praise
- ✓ Stickers and stamps
- ✓ Sharing work with Senior Leaders and the school community e.g. via Dojo, Outstanding work table or visiting other classes.
- ✓ Head teacher Special Awards
- ✓ Lunchtime Awards/Trophies
- ✓ Positive dojos (linked the seven key characteristics: We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious.)
- ✓ Message home to parents/carers
- ✓ Attendance trophy and other rewards
- ✓ Whole school tiered award system linked to Class Dojo (Bronze, Silver and Gold Certificates and Badges)
- ✓ Celebration assemblies with peers and parents

## **The Zones of Regulation**

At Hindley J & I we use The Zones of Regulation as a whole school approach to support children to understand their own and others' emotions and learn to self-regulate. All staff use this common language to discuss emotions and behaviours. There is a Zones of Regulation display in every class and Reception staff wear a visual aid on their lanyards to support communication. Key learning from the Zones of Regulation curriculum is revisited at an age-appropriate level at the start of each academic year, as part of the children's induction to their new year group. This is then revisited through assemblies and the PSHE curriculum throughout the year. The Zones are applied throughout

all strands of behaviour management – proactive and preventative support, responding within the moment and reflecting on what has happened.

The Zones:

- ✓ The Blue Zone: a low energy state where the 'slow' feelings reside, e.g. sad, tired, bored, sick
- ✓ The Green Zone: the optimum state for the classroom, including feelings such as: happy, calm, focussed, proud
- ✓ The Yellow Zone: a high energy state where the 'fizzy' feelings are found, e.g. excited, frustrated, anxious, silly
- ✓ The Red Zone: an 'out of control' state including feelings such as: angry, aggressive, terrified, elated

It is made clear to the children that there are no 'bad' Zones/feelings - all Zones are 'expected' at different times and in different circumstances. You can be in more than one Zone at a time and some emotions may fall into more than one Zone. Staff refer to undesirable behaviours as 'unexpected'. This may be because the behaviour does not match the situation or the size of a child's response does not match the size of the problem. Children are taught a range of thinking, calming and sensory tools to support their self-regulation.

### **Tiered Award System**

To encourage our children to be active learners and thoughtful, caring citizens, both in school and wider society, we have a tiered award system. Children collect dojo points when they demonstrate a range of age- appropriate desirable behaviours, linked to our seven school key characteristics and golden rules. There are three key goals for children to work towards: Bronze Award (75 dojos), Silver Award (150 dojos) and Gold Award (225 dojos). When one of these is reached, children are rewarded with a badge, certificate and celebratory family assembly. Celebration assemblies are held weekly to celebrate significant achievements in school and from home.

### **Unacceptable Behaviours and Sanctions**

In line with the fundamental British Value of 'the rule of law', at Hindley Junior and Infant School, we believe that children need to learn from an early age that unacceptable behaviour will result in consequences. If children choose to display unacceptable behaviour, then they need to accept the appropriate consequence/sanction.

Appropriate sanctions and consequences include:

- ✓ Verbal warnings.
- ✓ Removal of a dojo (maximum of two dojos can be removed per 'incident').
- ✓ Children moved to a different area within the classroom or playground (separated from certain peers) for a period of time.
- ✓ Isolated from peers for part of playtimes or lunchtimes (children will always get a 'playtime' but the time may be limited and/or the children they can interact with may be limited).
- ✓ Children can be kept inside with a member of staff for part of their playtime or lunchtime to complete work (where the child has put in minimal effort in the first place).

- ✓ Privileges, e.g. attending after school clubs or representing the school in inter-school competitions etc. can be removed for more serious and/or persistently unacceptable behaviours.
- ✓ Individual messages sent to parents via Dojo.
- ✓ Phone calls home to parents.
- ✓ Sent to member of SLT.
- ✓ Parents invited into school to discuss behaviour with class teacher and/or SLT.

A verbal warning should always be the first sanction implemented. However, sometimes teachers need to use their professional judgements when issuing sanctions based on the seriousness of the behaviour being displayed. It is impossible to devise a practical and effective hierarchy of behaviours and consequences as too many variables affect what is an appropriate and effective consequence from one child to the next. For serious behaviours e.g. fighting/aggression, persistent defiance, racist or homophobic comments etc., children should be given a 'more serious' consequence as a verbal warning is not appropriate. Any negative behaviour that warrants more than a verbal warning should result in a child losing at least one dojo too. For example, if a child is sent to a member of SLT, they would also lose a dojo. Every time a child loses a dojo, their parent/carer is automatically informed of the reason why.

### **Consistent Unacceptable Behaviours**

When misbehaviour becomes a problem and children are discussed in a more formal way (involving parents and other stakeholders), it is recommended to consider whether the child fits into one of the identified categories below, and approaches to deal with the issue should be tailored accordingly:

- a) Children who do not have the necessary understanding or skills will require a teaching approach and/or specialist intervention/support.
- b) Children who can behave but choose not to will require a discipline based approach.
- c) Children who have the necessary skills but are experiencing trauma will require emotional and therapeutic approach, usually from the schools learning mentor in the first instance.

Children who display consistently unacceptable behaviours, who fall into a) or c), will be dealt with on individual basis, using expert advice and guidance where necessary.

### **Use of the Police**

At Hindley Junior and Infant School, we do not use the Police as part of our sanction system, unless it is requested by parents/carers, and is appropriate. However, we may refer to the police in general terms, for example in an assembly as part of a talk on child safety. When requested, it is for the headteacher to decide whether to allow police officers to conduct interviews on the school site. When making this decision, the headteacher will consider whether the children concerned are the alleged perpetrators or victims of the incident being investigated, and the severity of this incident. Guidance from the Metropolitan Police Service and the Department for Education (DfE) states 'schools are not required to seek permission from parents before allowing a pupil to be interviewed by the police. It is for the school to decide whether to contact the pupils' parents'.

## **Pupil Exclusions and suspensions**

Exclusions are premanent and suspensions are not. The headteacher has the delegated responsibility to decide whether a child should be excluded or suspended. Exclusion will only happen in response to a very serious breach, or a series of breaches, of the school rules or where alternative forms of behaviour management have been shown to fail including, yet not limited to:

- ✓ Persistent bullying of a child
- ✓ Physical assault against a child or member of staff
- ✓ Threatening behaviour against a child or member of staff
- ✓ Verbal abuse
- ✓ Racist abuse
- ✓ Sexual misconduct

Please refer to Hindley Junior and Infant School Exclusion and Suspension Policy

## **Use of Reasonable Force**

Very occasionally an incident may occur when a child becomes violent or extremely aggressive. Members of staff only intervene physically to control or restrain children to prevent injury to the child or other children or to prevent the child from causing damage to property. These rare situations will be managed using de-escalation strategies and where necessary, Positive Handling Responses (in line with Team Teach Training). Restraint is only ever used when absolutely necessary, and under no circumstances will restraint be used as a form of punishment. All serious incidents will be recorded on Behaviour Watch. At Hindley Junior and Infant School, when the use of reasonable force is necessary, we follow the Local Authority 'Use of reasonable force' guidance which reflects up to date legislation, current good practice and guidance from the DFE (Use of reasonable force Advice for headteachers, staff and governing bodies July 2013).

## **Searching Children**

Staff have the right to search a child for any article that has been, or is likely to be used to commit an offence, cause personal injury or damage property. When searching a child's belongings or pockets. The adult should ask the child to empty their belongings in front of them. Under no circumstances should an adult put their hands on a child's body or in their pockets to search them. If the child refuses, parents must be contacted immediately.

## **Work Stations**

A workstation is a small, quiet distraction-free area where a child can work independently, consolidating their knowledge, understanding and skills. Workstations may be used to help promote positive behaviour and attitudes to learning. However, a child should not be sat at a work station for the majority of their time, isolated from their peer group all day, unless recommended by a behaviour specialist. This goes against our school key characteristics and is not good for the development of the individual child.