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Next Review Due	July 2021
Staff Responsibility	Headteacher
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

Positive Behaviour Policy

Rationale

At Hunnyhill we want to make sure that children are happy, safe and secure. We want every child to progress in their learning, in all areas of school life, growing socially, personally and academically. We use our school values of respect; **collaboration & teamwork, creativity, resilience and determination and independence at the heart of** all that we teach our children and we use our resources to help support our children, especially in emotional, social and positive behaviour support.

Learning how to interact with others is part of this process. Children learn best if they are clear about what they are supposed to be doing, and when they are consistently encouraged to do this. The aim of this policy is to confirm and clarify our positive approach to behaviour involving praise, encouragement and the raising of self-esteem. It also aims to clarify the prevention of inappropriate behaviour.

Guidelines

At Hunnyhill we recognise that pupils will have differing needs according to their age, ability, background etc.

Aims

What is good behaviour?

Good behaviour is identified as being:

- Caring
- Considerate and kind
- Polite and friendly
- Helpful to each other
- Sensible and hardworking
- Prepared to listen
- Respectful of other people and their belongings
- Looking after each other and the school

How do we encourage good behaviour?

The school encourages good behaviour by:

- Having a coherent and consistent approach, explaining the behaviour we wish to see
- Seeking pupils' views on behaviour issues, including school rules and expectations
- Maintaining good relationships between pupils, staff, parents and governors

- Setting appropriate acceptable standards for children to follow
- Not accepting inappropriate behaviour
- Recognising, praising, encouraging and highlighting good behaviour as it occurs
- Encouraging children to be responsible for their own actions
- Helping pupils to feel good about themselves
- Using our school values to recognise and celebrate the children's good behaviour

How do we reward good behaviour?

We believe good behaviour should be rewarded by :

- Verbal praise
- Stickers
- Dojo
- Public acknowledgement in assembly
- Sent to Inclusion lead/Deputy Head or Head teacher for recognition of positive behaviours
- Individual class reward systems as agreed by each class, every September

The home-school link

Parents can support the school with positive behaviour by-

- Continuing the praising, encouraging, rewarding system to build self-esteem at home
- Considering realistic routines where your child can help, giving immediate praise
- Being careful what they say in front of their child regarding their work or behaviour
- Listening carefully and with full attention to their child if they choose to discuss issues
- Leading them into ideas of negotiation and compromise
- Thinking rules through before setting them so they can be kept
- Meaning what they say
- Encouraging elements of caring and sharing
- Allowing them to take responsibility
- Making sanctions short in nature (one day, not one week), so they are easily understood by the child
- Letting staff know if something is worrying or bothering them immediately

What are the benefits of good behaviour?

The benefits of good behaviour are:

That children:

- Learn to care for one another
- Respect themselves and others
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible at school
- Fit into society easily
- Learn and progress

That teachers:

- Can teach more effectively
- Raise self-esteem amongst their pupils
- Are able to praise and reward

That parents:

- Feel confident their children are growing and learning in all areas

- Know their children will be listened to
- Feel welcome in school to discuss their children's progress in a positive atmosphere

Prevention of inappropriate behaviour and use of sanctions

Hunnyhill are proud of the excellent behaviour for learning most children display every day.

Whilst our aim is to promote a positive approach to behaviour, we recognise that there are occasions when behaviour may be inappropriate and disruptive to the learning of other pupils and to protect the security and stability of the school community further sanctions may be required.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher and SENCo.

Each incidence of disruptive behaviour must be dealt with on an individual basis and should take into account the nature of the incident, the age of the child and any special educational needs. Staff will need to make their own judgements about the appropriateness of the sanction matched to the child's misbehaviour.

Lunchtime behaviour

The same positive behaviours are expected at lunchtime and the same steps and sanctions apply. MSA's will be expected to fill in a behaviour slip to inform class teacher. If the teacher deems necessary they will follow the Hunnyhill behaviour support steps.

The following should be considered a guide to addressing misbehaviour. These steps are not incremental and a child may experience many step 1s about a range of minor issues which will be dealt with in class and is classed as usual class behaviour management.

More serious behaviour may be addressed by steps 2 onwards.

Behaviour outside school

The school will use the Positive Behaviour policy and its procedures to address any incidents that occur on the way to and from school and at any other times where pupils are in school uniform, such as off site visits or generally in the community.

SEMH Provision

The SEMH provision will use the positive behaviour policy and its procedures to address any incidents in line with each child's Personal behaviour plan and personal handling plan. Each child will have a targeted approach suitable for their needs and each personal behaviour plan and personal handling plan will be updated and reviewed regularly with parents and school. Staff at Hunnyhill Primary school are team teach trained.

Please see Positive Handling Policy.

Step 1- Need Reminders

Negative behaviour has been identified and a warning given. An appropriate sanction may be implemented. These may include:

- Reminding the pupil how we expect them to behave
- Noticing and praising any good behaviour as it occurs as a result of the reminder
- If necessary changing seating

- Apologising verbally
- Time out activity – this might include missing part or all an activity which the child enjoys or time out. If it is necessary to send a child to another class for time out, they must be accompanied there by an adult and have an appropriate activity to complete.
- Separation within the classroom
- The child may have peer2peer support by another child who can show appropriate positive behaviour.
- When appropriate, missing a small part of play times under supervision by an adult

Step 2- Significant

If misbehaviour continues, or disruption is significant, step 1 may be repeated. At any time during step 2, class teacher can ask for support from the behaviour lead for guidance, although this step is still led by class teacher.

- The parent will be called either by phone/Dojo or asked in for a meeting by class teacher at stage 2.
- The child will be offered lots of opportunities and support to turn their behaviour around and make good choices.
- Apologising either verbally or in writing
- The child may be moved to another classroom if a child's behaviour continues to disrupt others despite warnings in place.
- There may be an in class consequence such as missing an activity
- There may be the offer of an adult mentor
- The behaviours will be logged on SIMS & CPOMS

Step 3 - Serious

If little progress is being made towards improving the behaviour identified or if additional misbehaviours of concern occur, further monitoring of Positive behaviour and a target success card, or contract may be issued and transfer of co-ordination of positive behaviour monitoring will go to the behaviour lead with support from the class teacher.

- The behaviour target should be understood by the child, parent and teacher and agreed together. They should be specific, achievable for the child and be for a timed period. The child should be aware of the reward to be gained. This will involve a written target which is agreed by the child, parent, teacher and Head teacher /Inclusion Lead. The written contract will be specific, achievable and for an agreed period of time.
- There will be regular contact with parents either by phone, meetings and/or Dojo.
- All behaviour will be logged on SIMS & CPOMS.

A yellow Incident Form should be completed by the member of staff who has witnessed or dealt with any incident inside or outside; this should also be completed for any incident where there has been accident or injury to a member of staff or another child. These forms may also be filled in where there is cause for concern and monitoring is required. Yellow forms are kept in the staffroom and should be passed to the Inclusion Lead for monitoring.

Step 4 – Very Serious

Should serious misbehaviour continue, or more difficult behaviours become regular, a behaviour plan will need to be written and co-ordinated by the Inclusion lead and signed by parents. This should be written with support from the Class teacher to implement. The Inclusion lead will co-ordinate with support from the SENCo and Headteacher.

If a child already has an IEP behaviour targets should not be added but a separate IBP completed.

- All behaviour will be logged on SIMS/CPOMS
- Regular review meetings with parents
- Extra support work with children experiencing behaviour difficulties
- The offer of an Early Help Plan (CAF) to support family

In some circumstances it may be necessary to ask for advice or refer a pupil to the LA Behavioural Support service or other external agencies for advice with further strategies.

Step 5 – Extremely Serious

Other more serious sanctions may need to be applied by the Headteacher in conjunction with involvement from appropriate members of staff or outside services. These can include:

- Fixed term exclusions
- Permanent exclusion
- Referral to a behaviour unit
- All behaviour logged on SIMS/CPOMS
- High parental involvement

Violence towards a member of staff or pupil may result in fixed term exclusion. If a pupil refuses to follow instructions, despite strategies that have been put in place to help them make the right choices, and they place themselves in a vulnerable position, such as refusing to come in from the playground, fixed term exclusion may be considered.

Please see Exclusions Policy

Children on any of the Behaviour steps above can, at any time choose to turn their behaviour around and with support, make their way back down the behaviour steps. Our aim is to support both child and parent in achieving a positive outcome to make their way back to step one with usual class management applying.

Parental/Carer Involvement

The school is committed to the ethos that education is a partnership between school and home. Parents are entitled to be made aware of a pattern of repeated inappropriate behaviour by their child. It is also reasonable to expect their support and co-operation in addressing the issues. Parents and carers are expected to treat all staff and pupils in an appropriate manner.

Conclusion

This policy should ensure that all members of the school community are aware of positive behaviour and how to encourage it.

Please read this policy in conjunction with the Safeguarding & Child Protection Policy, Positive Handling Policy and Exclusions policy and any other related policies.

SANCTIONS FLOW CHART

