



Houldsworth Valley Primary Academy

BEHAVIOUR POLICY

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CONTENTS

- 1. Aims**
 - 2. Legislation and Statutory Requirements**
 - 3. Definitions**
 - 4. Bullying**
 - 5. Roles and Responsibilities**
 - 5.1 The Governing Body**
 - 5.2 The Headteacher**
 - 5.3 The Staff**
 - 5.4 Parents**
 - 6. Pupil Code of Conduct**
 - 7. Rewards and Sanctions**
 - 7.1 List of rewards and sanctions**
 - 7.2 Off-site Behaviour**
 - 7.3 Malicious Allegations**
 - 8. Behaviour Management**
 - 8.1 Classroom Management**
 - 8.2 Physical Restraint**
 - 8.3 Confiscation**
 - 8.4 Pupil Support**
 - 9. Pupil Transition**
 - 10. Training**
 - 11. Monitoring Arrangements**
 - 12. Links with other Policies**
- Appendix 1: Written Statement of Behaviour Principles**
- Appendix 2: Staff Training Log**
- Appendix 3: Behaviour Log**
- Appendix 2: Letters to Parents about Pupil Behaviour - templates**

1. AIM

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. LEGISLATION AND STAUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Policy complies with our funding agreement and articles of association.

3. DEFINITIONS

At Houldsworth Valley Primary Academy:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbal & physical aggression
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks

4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

The Governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. PUPIL CODE OF CONDUCT

At Houldsworth Valley Primary Academy we have three rules that are underpinned by a set of criteria.

1. Ready

- Be in the right place at the right time.
- Stop playing and line up when the whistle blows.
- Put your hand up when an adult puts up theirs.

2. Respectful

- Use appropriate language and tone
- Listen to others and expect to be listened to.
- Respond when greeted by another person.

3. Safe

- Move around the building in a safe way - fantastic walking
- Kind hands, feet and words
- Follow the rules when using the internet and electronic devices in and out of school

7. REWARDS AND SANCTIONS

7.1 List of Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Lunch with head/deputy
- Hot chocolate Friday
- Certificates
- Text message home

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of expectations
- Expecting work to be completed at break or lunchtime
- Loss of break or lunchtime
- Referring the pupil to a senior member of staff (Assistant Head, Deputy Head and then headteacher)
- Learning completed in isolation from the rest of the class with an adult (internal exclusion)
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Fixed term or permanent Exclusion (see separate policy)

7.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. BEHAVIOUR MANAGEMENT

At Houldsworth Valley we reward set high expectations and reward those who demonstrate these. We praise and reward those children who go 'over and above'. When a child fails to follow our expectations short verbal reminders of our expectations and consequences are outlined, and then if required consequences followed through.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use of recognition board

8.2 Physical Restraint

In some circumstances, staff may use reasonable force using behaviour safe techniques to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
 - Always be used as a last resort
 - Must only be used by staff members with appropriate up to date training.
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from CISS, IYFAP, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. TRAINING

Our staff are provided with training on managing behaviour, including positive reinforcement and proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 2.

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Bullying
- Physical intervention/restraint

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

****please see supplementary sheet***

APPENDIX 2: BEHAVIOUR LOG

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

APPENDIX 4: LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR - templates

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been following the Houldsworth Valley School expectations for behaviour.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct and follow the Houldsworth Valley expectations for behaviour.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued not to follow the Houldsworth Valley expectations for
behaviour.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational
needs co-ordinator and myself, to discuss how we can best support your child in improving their
behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to
arrange the meeting.*

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____