

# Huish Episcopi Primary School



*Inspiring.....Believing.....Achieving*

# Behaviour Policy 2015

# Behaviour Management Pyramid

## SANCTIONS

### WARNINGS

Explicit re consequence  
Choices If.....then

### REDIRECTION

Non verbal signals Rule reminders  
Corrections Mediation Quiet word

### REWARDS

Stickers Golden Time(KS1)special event (KS2)  
Certificates Notes home Sharing work with Headteacher  
xxxxxxx sharing work in assemblies

### PRAISE

Positive language Descriptive feedback Celebrate success  
Peer appraisal Value trying hard and other successful learning qualities  
Displayed work Raise self esteem

### CLASS CULTURE

Circle Time Manners Shared responsibilities Rules Routines Boundaries  
Inclusion Engaging curriculum Cooperative activities Positive role models  
Special Adult

# Huish Episcopi Primary School

## BEHAVIOUR POLICY

The over-arching aim of this policy is to provide a set of principles to support positive behaviour management and so enable successful learning and the development of respectful human beings.

### Aims of the Policy

1. To ensure a safe, calm environment for all
2. To enable a positive, industrious learning ethos
3. To promote self-esteem and self-discipline
4. To foster caring attitudes and mutual respect
5. To develop a fair, consistent and positive whole school approach

## **CLASS CULTURE**

**At the very heart of a well behaved school is the development of a supportive class culture and school ethos.**

- Established rules, routines and boundaries to create a sense of order and trust
  - An engaging curriculum that enthuses and motivates
  - Shared responsibilities and cooperative activities to promote group belonging
  - A strong emphasis on Circle Time/SEAL and the support of emotional and social needs
  - High expectations in all aspects of school life
  - Staff acting as role models for respectful behaviour
  - Good manners and politeness are nurtured, modelled and expected
  - Good listening is modelled, valued and nurtured
  - The classroom environment is attractive and welcoming to all
  - An inclusive ethos supporting special needs and diversity
- See Pupil Code of Conduct (Appendix 1) and Key Rules (Appendix 2)

## **PRAISE SUCCESS**

**Praise and encouragement should run like veins throughout the body of the school**

- Search out opportunities to praise and raise self esteem
- Give descriptive praise and positive feedback
- Acknowledge considerate behaviour
- Use positive language
- Celebrate successes and achievements through display and peer appraisal
- Encourage perseverance and the belief that success comes from trying and working hard
- Use personal or public praise as appropriate to the child's needs

## **REWARDS**

**“Catch them behaving well!”**

**Positive reinforcement of good behaviour is a much more powerful influence than sanctions**

- All classes should have clear procedures for giving reward in the context of the HEPS framework including the addition of special privileges, stickers, merits and points to reward individuals for good work and behaviour
- Teachers should provide regular opportunities for children to receive certificates and or recognition for achievements, including behaviour and attendance in assemblies
- Parents should be kept informed by written or verbal communication of their child's achievements or polite and considerate behaviour
- Other staff should be used as an additional vehicle for praise
- A Headteacher audience and assemblies should be used for rewarding exceptional work or behaviour
- Sticker charts or positive reporting to be used for Individuals with behavioural targets
- All children should be rewarded for some aspect of behaviour or success each year

## **REDIRECTION & PREVENTION**

## **Prevention and de-escalation is the goal of successful behaviour management**

- Non-verbal signals such as moving closer, eye contact, a look, a gesture
- Refocusing child on work rather than misbehaviour
- Rule or task reminders ( Name- “turn round, thank you”)
- Clear description of the desired response
- Humour can be used to help de-escalate but sarcasm should not be used
- A calm voice should always be used
- Avoid dealing with secondary behaviour
- Maximising opportunities for pupils to take responsibility for their behaviour by, e.g. providing acceptable choices.
- When appropriate choose to use 1:1 private dialogue to avoid a public embarrassment.
- Mediating and counselling may be more appropriate for some one off misdemeanours involving anger or aggression. See Resolving Conflict (Appendix 3)
- Be alert to any changes in a child’s behaviour and mood and discuss concerns with senior staff and /or parents.
- Bill Rogers training materials (see Headteacher for reference materials) provide a range of strategies within this area.

## **WARNINGS**

### **A warning gives the child the opportunity to modify their behaviour and redeem themselves.**

- It should follow appropriate redirection strategies
- It should make consequences of the continuation of behaviour clear
- A hierarchy of consequences should be known in advance and will relate to class rules and the pupil’s code of conduct (Appendix 4)
- The consequences should be appropriate to the seriousness of the misbehaviour
- All consequences should be followed through

# SANCTIONS

**The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.**

- Responses need to be clear, predictable and appropriate (See Hierarchy of Sanctions -Appendix 4)
- Imposition of sanctions should be done in an assertive but calm manner and should be consistent with the school expectation that everyone will be treated with respect.
- It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.
- The severity of a sanction should always be kept to a minimum. The aim of sanctions is to discourage future misbehaviour.
- The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy. Things may be forgiven, but they are not forgotten.
- Teachers need to decide on appropriate time/place for an individual to be disciplined to avoid the whole class feeling that they are being punished.
- Whole class punishments should be avoided and only used when there is clear justification.
- For some children with Special Educational Needs the sanctions and stages may not be appropriate and a personalised programme may be agreed
- Incidents of behaviour should be logged (see Appendix 6)

## **APPENDICES**

**PUPILS CODE OF CONDUCT (see Appendix 1)**

**KEY RULES (see Appendix 2)**

**RESOLVING CONFLICT (See Appendix 3)**

**HIERARCHY OF SANCTIONS (see Appendix 4)**

**PLAYTIME BEHAVIOUR (See Appendix 5)**

**BEHAVIOUR LOG (See Appendix 6)**

**PHYSICAL INTERVENTION AND RESTRAINT (see Appendix 7a)**

**FORM FOR RECORDING (see Appendix 7b)**

**BULLYING (see Appendix 8)**

## APPENDIX 1

### PUPILS' CODE OF CONDUCT

#### **DO BE KIND, GENTLE AND HELPFUL**

- ✓ Use our manners everyday
- ✓ Call people by their preferred names
- ✓ Only use polite, acceptable language
- ✓ Keep hands and feet to ourselves
- ✓ Keep unhelpful comments to ourselves

#### **DO KEEP YOURSELF AND EVERYONE ELSE SAFE**

- ✓ Move sensibly and carefully around the school and playground
- ✓ Follow all staff instructions straight away
- ✓ Look after all property and put things back in their proper place
- ✓ Think before you act
- ✓ Tell a teacher if you worried about anything

#### **DO WORK HARD AND BE RESPONSIBLE**

- ✓ Try your best in every lesson
- ✓ Listen carefully to the teacher and the views of other children
- ✓ Keep your voice quiet unless told otherwise
- ✓ Let others work without interruption
- ✓ Work positively and helpfully with others

#### **DO BE PROUD AND MAKE A POSITIVE CONTRIBUTION**

- ✓ Wear your school uniform smartly
- ✓ Come to school everyday, on time and with all the equipment you need
- ✓ Take pride in all your efforts and celebrate those of others
- ✓ Get involved in activities and responsibilities beyond the classroom
- ✓ Always behave in a way that contributes to the school's good name



## APPENDIX 2

# Everyone is entitled to feel safe and happy in school

And so **NO** child at Huish Episcopi Primary School will show the following behaviour

- kick
- hit
- push
- play fight
- swear
- say unkind words
- grab and hold others aggressively

If we do these things other children are not safe and will not be happy.

It is **everyone's responsibility** to follow this guidance.

## APPENDIX 3

### RESOLVING CONFLICT

#### How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that all adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

#### **HEPS GUIDE TO PEACEFUL PROBLEM SOLVING**

##### **READY**

**Are you ready to think together?**

**Do you feel calm and able to accept the ground rules?**

- The others listen with no interruptions
- They are encouraged to maintain eye - contact
  - Each child has a turn:

##### **STEADY**

**Each child starts to take a turn they say.....**

- What the other(s) has/have done to upset them
  - How they feel about it
- How they would like them to behave in future
  - What idea they have to fix the problem?

*No-one is allowed to interrupt or argue. They go on taking turns until everyone has finished.*

##### **GO**

**Agree which is the best idea**

**Give it a Go!**

*The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.*

*If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.*

**APPENDIX 4**  
**Hierarchy of Sanctions**

**STAGE 1 AGGRAVATING LOW LEVEL BEHAVIOUR**

- Not abiding by class rules
- Being silly, noisy
- Disturbing others
- Not on task / not completing homework
- Writing on others books,
- Taking property without permission
- Moving without permission
- Calling out,
- Interrupting pupils
- Ignoring minor instructions,
- Pushing in line
- Talking without permission
- Rough play in the playground
- Going “out of bounds”

**SANCTIONS for Isolated Incidents (Not recorded)**

- Eye contact
- Non verbal signals
- Move closer to pupil
- Reminders
- Miss play / litter duty
- Redirection

**COMMENTS**

After repeated incidents the child is reminded of the rule. A further incident will result in a warning card being issued on the HEPS Behaviour chart. A ‘Consequence Card’ is given for continued misbehaviour with a relevant sanction. The sanction, where possible, should relate to the behaviour.

**STAGE 2 SERIOUS BEHAVIOUR**

- Not abiding by a school rules
- Not responding to an adult’s request.
- Being more disruptive, deliberately creating a disturbance.
- Accidental damage through carelessness.
- Cheek, off-hand comments.
- Minor challenge to authority
- Swearing
- Deliberately annoying other children.

## **SANCTIONS**

- Parental Involvement from class teachers at the earliest opportunity.
- Child to stand apart from class group and then sit down when they feel ready.
- Separation from the rest of the class group.
- Writing a letter of apology.
- Writing a 7W sheet about behaviour adapt for KS1
- Completing unfinished work at playtime in the library.
- 1/2/3/4/5 minute detention.
- Litter duty
- Senior teacher involvement.

## **COMMENTS**

Opportunity at each stage for the child to redeem themselves.

## **STAGE 3 MORE SERIOUS BEHAVIOUR**

- Harming someone.
- Wilful damage of school / pupil's property
- Leaving class without permission.
- Repeated refusal to do set tasks.
- Continued or more serious cheek / challenge to authority.
- Harmful / offensive name-calling.
- Bullying.
- Running out of school

## **SANCTIONS**

- May be recorded in behaviour log.
- Short separation from class.
  - 1<sup>st</sup> time Buddy class
  - 2<sup>nd</sup> time Senior Teacher class
- Exclusion from playground
- Daily / weekly target sheets
- Child disciplined by
  - Senior Teacher
  - Headteacher
- Parents to be kept informed of sanctions by Class teacher

## **COMMENTS**

Placing on SEN register (if appropriate)

Minor repeated classroom aggravation will not progress beyond Stage 3 and will be managed within existing sanctions including:-

- Report sheets
- Parental involvement
- Sanctions
- Rewards
- Close monitoring

External involvement of Advisory Teacher or Educational Psychologist

Risk assessment considered for child with challenging behaviour

See Appendix 7a/7b for Restraint Guidance if necessary

## **STAGE 4 VERY SERIOUS BEHAVIOUR**

- Repeatedly leaving classroom without permission.
- Fighting and intentional physical harm to other children.
- Throwing large dangerous objects.
- Serious challenge to authority.
- Verbal abuse to any staff.
- Vandalism
- Stealing
- Repeated bullying.

## **SANCTIONS (Recorded)**

- Behaviour log
- Immediate involvement of Headteacher or Senior Teacher with the child and/or parents
- Telephone call or meeting with parents by the end of day
- Written confirmation to parents

## **COMMENTS**

Consider involvement of outside agencies

Consider multi agency involvement

Risk assessment considered for child with challenging behaviour

Conflict resolution strategies where appropriate

See Appendix 7a/7b for Restraint Guidance if necessary

## **STAGE 5 EXTREMELY SERIOUS BEHAVIOUR**

- Extreme danger or violence to another person

- Repeated verbal abuse to staff or pupils

### **SEN ADAPTATION**

Personalised programmes will be in place for children with Special Needs or particularly low self-esteem.

Provision to enable everyone to abide by school rules and expectations may include:

- Mentoring
- Curriculum adaptation and organisation
- Short time scale rewards
- Teaching Assistant intervention
- Personalised sanctions
- SEN adviser involvement
- Vulnerable children panel

The aim is for all children to work within school parameters while recognising that some children will find this more difficult than others.

### **APPENDIX 5**

### **Playground Behaviour**

Staff are responsible for the periods:

8.50 – 9.00 am (all teachers)  
10.35-11.50am (staff on duty)  
2.30-2.45pm (EYFS/KS1 staff)

3.30 – 3.40 pm (all staff see children out according to arrangements- ie hand over to parents/bus duty or walking safely off the school site)

It is staff on duty who have responsibility to start promptly at the beginning of the playtime period and to supervise safe activities and to deal with any behavioural or medical problems arising.

Children will be made aware of which areas are “out of bounds.” Whenever possible, children will be allowed to play on the field within the sight of staff on duty.

Children who have previously misbehaved may be required to stand by the fence near a member of staff on duty, under constant supervision, and miss part/all of their playtime.

Playground equipment will be allowed on the playground (weather permitting) and children will be made aware of how to do this considerately so that their game does not 'spoil' activities for other children. Football is only permitted when the field is in use.

A bell will indicate the end of whole school playtime, at which time the children will immediately line up and await collection by the class teacher.

Teachers on duty will feedback discipline issues as well as examples of positive behaviour to the class teacher.

### **Lunchtimes**

Office staff are available for support with more serious medical concerns.

Lunchtime supervisors are responsible for the supervision of safe activities in the dining room and outside and to deal with any behavioural or medical problems arising. While children are in the dining room the Lunchtime supervisors should encourage good table manners and orderly behaviour.

Teachers will come to the playground promptly at the end of lunch to support lining up.

Playground leaders from Year 5/6 organise the distribution and collection of the playground equipment under the supervision of the Lunchtime supervisors/PE co-ordinator. The leaders record issues in their book which is then actioned by the PE Co-ordinator. Lunchtime supervisors will feedback discipline issues to class teachers who will take appropriate action when an issue is raised. Each week certificates are awarded by Lunchtime supervisors to children who have made a valuable contribution at lunchtime.

## **APPENDIX 6**

## **Behaviour Log**

This log records serious behaviour incidents. These incidents will have involved the Headteacher or Senior Teachers. Actions taken are clearly recorded and monitored weekly. The file is kept in the Headteacher's office.

### **Examples of unacceptable behaviour in the playground**

<ul style="list-style-type: none"><li>• Bullying (see Appendix 8)</li><li>• Name calling</li><li>• Swearing,</li><li>• Dominating play areas</li><li>• Racist/homophobic behaviour</li><li>• Spoiling other children's games</li><li>• Fighting/Play fighting</li></ul>	<ul style="list-style-type: none"><li>• Teasing or picking on others</li><li>• Being loud or silly in the dining room</li><li>• Deliberately excluding others</li><li>• Being disrespectful</li><li>• Damage to property or equipment</li></ul>
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### **Reports should be made out immediately for the following behaviours and children should be removed from the playground**

- Physical abuse: biting, hitting, punching, and kicking children or adults
- Emotional abuse: bullying and offensive name-calling
- Verbal abuse or a serious challenge to an adult's authority
- Wilful damage to the school or other people's property.

## **APPENDIX 6A**

### **Huish Episcopi Primary School**



## **Behaviour log for Serious incidents**

***Staff on who was in supervisory capacity to complete the first part of form immediately before bringing incident to attention of Senior staff***

Name of child	Class	Date/time of incident
Other children involved		Other witnesses?
Details of incident-what happened?		
Actions taken to date		
Completed by		
To be completed by Senior member of staff Follow up		
Signed		

**COPY TO FILED IN HT OFFICE (BEHAVIOUR FILE)- ORIGINAL IN CHILD'S FILE**

### **APPENDIX 7**

## **Physical Intervention and Restraint Guidance**

If a situation occurs when a child is in danger of hurting themselves or an adult, or otherwise putting themselves or another at significant risk, then a teacher / staff member has the right to use physical restraint to restrict the child's freedom of movement and the responsibility to act within training guidelines.

**SPECIFIC GUIDANCE:** *Restraint is only ever a last resort*

1. Physical restraint should, where possible, be avoided.
2. Staff should always seek to prevent and de-escalate situations verbally according to usual good Behaviour Management practice.
3. Physical restraint should use the minimum force necessary for the minimum amount of time and should be proportionate to the behaviour, and the age and size of the child.
4. Consideration for the safety and dignity of all concerned should be given: Staff should use recommended procedures and avoid holds that could be misconstrued as abusive or improper.
5. A Behaviour Plan should be in place for any child where physical restraint is a likelihood.
6. Any incident of physical restraint should be recorded and discussed with the child's parents/carers and the Headteacher. A formal Record of Restraint should be passed to the Headteacher

**APPENDIX 7A**

**Form for Recording Restraint**

<b>Date/Time/Name of child</b>	
<b>Names of staff involved</b>	
<b>Details of incident and preceding factors</b>	
<b>Why restraint was used and its duration</b>	
<b>Action taken afterwards / parents informed</b>	
<b>Comments from the pupil</b>	
<b>Signatures of staff involved</b>	

## APPENDIX 8

### Bullying

#### **RATIONALE**

At Huish Episcopi Primary School we recognise that bullying may occur and the efforts of all adults within the school are directed toward eliminating such behaviour.

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Huish Episcopi Primary School and is never tolerated. If bullying does occur all pupils should be confident that incidents will be dealt with quickly and effectively.

We are often asked to define bullying:

#### **Bullying can be repeated:**

**Physical** - Punching, kicking, hitting, pinching or any use of violence

**Verbal** - Name calling, sarcasm, spreading rumours, teasing

**Emotional** - Excluding, tormenting, being unfriendly

**Racist** - Racial taunts, graffiti, gestures

**Sexual** - Unwarranted physical contact or abusive comments

All incidents of Bullying must be reported to the headteacher.

APPENDIX 9  
Huish Episcopi Primary School  
5W's sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**WHAT** did I do?

**WHICH** rule did I break?

**WHAT** is my side of the story?

**WHO** was upset or affected by what I have done and what can I do to fix things up?

**WHAT** will I do next time there is a problem like this?

The consequences of my actions should be

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**Approved by the Governing Body of Huish Episcopi Primary School**

Date: .....

Signed: .....  
(*Chair of Governing Body/Committee*)

Review Date: .....

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