We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

At Hurst Hill all adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults and children should always act as good role models. Our ‘Behaviour Charter’ was created in collaboration with all children and staff. These rules will be a permanent feature of display in all classrooms and around the school. The behaviour charter rules will be displayed and referred to, and linked directly to sanctions for behavior.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Aims and Objectives

To promote a positive climate where:

- Agreed expectations are established and acted upon fairly and consistently. Children know the consequences of negative behaviour.
- Children are encouraged to become self disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Poor behaviour is monitored, and appropriate strategies are applied.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Care is taken of each other, our property and our school.
- Parents are involved in the process of promoting high standards of behaviour. Parents are informed of school expectations, rewards and consequences, and are involved at an early stage when problems occur.
- Children are helped to understand that they have a responsibility for their own actions and that they affect others.
- Fair treatment of all is ensured regardless of age, gender, race, ability and disability.
- The efforts and contributions of all are valued.
School Councils, Pupil Surveys and Circle Time give pupils the opportunity to discuss any issues arising from children’s behavior.

Responsibility for the Policy and Procedure

The Governing Body has:

- the duty to set the framework of the school’s policy on pupil discipline;
- responsibility to ensure that the school complies with this policy;
- responsibility to ensure the school complies with its legal duty to make reasonable adjustments for disabled children and pupils with SEN;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- the duty to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all school personnel make reasonable adjustments for disabled children and pupils with SEN;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the coordinator; provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through IBPs and EHCPs;
- create links with parents;
- work with external agencies;
- review and monitor;

**School personnel are expected to:**

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently; (see rewards and sanctions section for more detail)
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school’s equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- Make a mental or written note as a matter of course of inappropriate behavior and report to parents at the end of school if deemed necessary.
- Where consist or serious inappropriate behavior occurs staff must inform the Deputy or Head Teacher who will record the name, date and details of the incident.
- Introduce behavior charts where a pupil repeatedly misbehaves, focusing on no more than 3 achievable targets.
Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- make no unacceptable remarks against fellow pupils or school personnel;
- co-sign and abide by the Home School Agreement;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the Home School Agreement and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school’s ‘Home-School Agreement’;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Rewards

The behavior policy focuses on positive behavior as well as negative. We aim to promote good behavior in school by giving children who behave well a high profile in school. Good behavior and effort are encouraged and rewarded, publicised and used as a model for others to follow. Examples of good behavior will be highlighted and acknowledged by a well structured system of rewards that ensures consistency across the school. We use a stars, sunshine, clouds and thunder system in the classroom to support the behavior policy.

Rewards help to identify positive aspects of each child’s behavior: they make them aware of their abilities and qualities and they help to build self-esteem.
Rewards include:

- Children displaying good behavior are moved up from sunrise to the sunshine or even stars in the classroom and given praise
- Written comments on work
- Stickers/stamps to stick on work or to wear
- Telling parents (verbally or written)
- Praise postcards sent home
- House points awarded for good work/effort
- Achievement awards/certificates
- Work featured on school website
- Star of the week assembly is held weekly, where staff nominate children from every class to have a praise certificate
- Children who have been particularly good are sent to a senior leader for extra praise and a special sticker

House Points
House points are awarded for good work and effort. Every child belongs to a House Team and they can earn house points that feed into the collective total for their team (Daffodils, Roses, Thistles and Shamrocks)

Children collate their individual house points total in the classroom. When a child collects the following totals, they are rewarded with a certificate

- Bronze = 50
- Silver = 75
- Gold = 100

Playground Pals
From January 2015 Year 5 children will have the opportunity to become playground pals, working under the direction of the Teaching Assistants who have responsibility for directing and supporting these pupils. They work with children on the playground, helping children to play together, and hence develop social skills; at the same time reinforcing the expectation for good behavior at lunchtimes.

Sanctions
Sanctions range from expressions of disapproval, moving down the class behavior chart, missing play at break and lunchtime, behavior incident reports to parents, referral to a Senior Leader, letters to parents, and as a last resort, exclusion (following LA guidelines).

Adults will concentrate on the behavior, rather than the child e.g. ‘that was an unkind thing to say’ rather than ‘you are unkind’.
When recording a sanction in a child’s planner, the behavior charter rule should be referred to as part of normal practice. For example: Joe Bloggs has received a thunder cloud for kicking another child which does not fit in with our behavior charter rule of ‘We are always kind and look after one another’

The following examples of bad behavior will not be tolerated:
- Consistently not following instructions
- Low level disruption, that then disrupts the learning in the classroom
- Swearing, fighting, name-calling, biting
- Bullying – this is when children behave badly to each other over a sustained period of time
- Disrespect/Disobedience to any adult in the school community
- Racism
- Disrespect of people and property
- Answering back inappropriately
- Lying
- Malicious accusations against an adult or child

At Hurst Hill if a pupil chooses to break a rule the following steps will be followed:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Sanction</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>First time a rule is broken</td>
<td>Verbal warning is given</td>
<td>Move down the cloud</td>
</tr>
<tr>
<td>Second time</td>
<td></td>
<td>Move down the thunder cloud</td>
</tr>
<tr>
<td>Third time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued disruption</td>
<td></td>
<td>Time out in another area of school, Loss of playtime to complete unacceptable work/discuss behavior, Behaviour incident sheet sent home if appropriate</td>
</tr>
<tr>
<td>Severe disruption/incident</td>
<td>Sent straight to a senior leader in the appropriate key stage</td>
<td>Behaviour incident sheet sent to parents, Parents invited in to discuss way forward if appropriate with class teacher and senior leader</td>
</tr>
<tr>
<td>Consistent disruption over a period of time e.g. thunder clouds given multiple times over a 2 week period</td>
<td>Cause for concern</td>
<td>Class teacher to meet with parents to raise areas of concern. Actions to address issues by parents identified. Review meeting date</td>
</tr>
<tr>
<td>No impact of cause for concern in the 2 weeks following</td>
<td>Behaviour chart</td>
<td>Behaviour chart is issued for a period of 2 to 3 weeks in consultation with parents. Targets formalised. Behaviour monitored – what are the trigger points? When is behaviour poor within the day/week? Review meeting date identified.</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>Continued poor behavior whilst on the behavior chart</td>
<td>Individual behaviour plan (IBP)</td>
<td>Targets set. Strategies for staff identified along with rewards and sanctions. IBP evaluated on a weekly basis. Review to take place every 4-6 weeks in consultation with SENCO</td>
</tr>
<tr>
<td>No impact upon behaviour of school action IBP</td>
<td>IBP</td>
<td>As above plus seeking advice and support from external agencies such as the Mere outreach team and/or Education Psychologists. Further consideration of strategies</td>
</tr>
<tr>
<td>No/limited impact of school action plus IBP</td>
<td>Consideration of exclusion followed by reintegration plan or application for statutory assessment</td>
<td>Exclusion from school followed by time limited reintegration plan for pupil and highly structured provision. Time in school increases with success and reintegration plan is reviewed on a regular basis and as and when required.</td>
</tr>
</tbody>
</table>

A record of thunderclouds are kept within class in the behavior log on wall/classfolder. A record is also documented in pupil planners.

When break or lunchtime work/time out is administered, the child will have access to the toilet and food and drink. If this is during lunchtime, the child will have the opportunity to have time outside. The school reserves the right to impose detentions outside of school hours. The school will not issue a detention outside of school hours if doing so will comprise a child’s safety.
If a child’s behaviour is consistently poor (regularly receiving behavior report forms) then parents will be invited in to school for an informal discussion. If a child’s behavior is still causing concern then a behavior chart will be set up – this chart is in partnership with parents/carers.

School personnel can confiscate pupils’ property. The property will be returned at the end of the day and a comment will be entered in the pupils’ planner explaining why the item was confiscated.

There are two sets of legal provisions which enable school personnel to confiscate items from pupils:

1. The general power to discipline and to regulate the conduct of pupils which enable a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances (section 89 (1) of the Education and Inspections Act 2006). The law protects staff from liability, for damage to, or loss of, any confiscated items provided they have acted lawfully (section 94 of the Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated item: However, the school will endeavor to return the item to the pupil, or pupil’s parent.

2. Power to search without consent for “prohibited items”

The Head Teacher will hand over to the police any prohibited items found as a result of a search.

Senior Leaders may also discipline pupils in certain circumstances when a pupils’ misbehavior occurs outside of school for example a pupil is bullying another pupil. Teachers and Senior Leaders may also discipline pupils for misbehavior when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

Or where the misbehavior

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases of misbehavior staff personnel can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member e.g. trip.
Reasonable Force

Reasonable force may be used:

Team Teach is a technique used to calm, de-escalate and divert attention in order to prevent hazardous behavior this may also include physical intervention.

It will be used by trained staff in the following situations:

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

The school does not require parental consent to use force, but staff will inform parents about serious incidents involving the use of force. A log of the incident will be made in the child’s planner and in the class behavior log.

Risk Assessments

When a difficult situation arises staff will instinctively make what has been described as a dynamic risk assessment. Staff personnel will mentally assess the dynamics of a high risk situation and what action needs to be taken to reduce the danger to those individuals at risk. The safety and wellbeing of the pupil and others is paramount. School personnel will be asked to reflect and record their thought processes once the situation has been resolved.

Behaviour Chart

Behaviour charts are used when a pupil repeatedly misbehaves.

Behaviour charts are set up following consultation with class teacher and parents. The SENCO also needs to be made aware.

Behaviour charts should focus on no more than 3 achievable targets and are ideally only in place for 2 weeks at a time. Behaviour charts will only work towards behavior modification if parents have been informed, and when all staff, including PPA or other cover staff, update it following each session.
Although it focuses on behaviour targets, it is important that good behaviour is celebrated. Senior Leaders of the school will be proactive in monitoring charts to ensure they are having an impact.

A copy of these charts are sent home weekly and the original charts are kept in school.

If behaviour continues to be an issue then the relevant members of the SLT will put a Behaviour Plan into place that would be agreed with the parents and shared with the child and the staff. Progress on this plan would be monitored closely.

Individual Behaviour Plan (IBP)
- Behaviour chart has been set up and proved unsuccessful
- Repeated challenging behaviour
- In danger of or has been excluded
- Consistent low level behaviour
- Advice has been sought from an external agency to modify the child’s behavior
- Child may be placed on the the SEND register

Parents are informed about why the decision to set up an IBP has been made. The child will be placed on the Special Educational Needs as the school is making additional provision for the child.

The targets on the plan are clear and understood by the child. The IBP details overall targets which are broken down into smaller targets to achieve on a weekly basis. The targets are very specific, focusing on one or two wanted behaviours at a time. The targets are phrased in a positive way using the child’s name, e.g. This week I am looking for Susie to put her hand up when she wants to share something with the class.

The rewards and consequences have meaning for the child and they are shared with them. The consequences are phased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities.

The rewards on the plan praise wanted behaviour and are such that the child feels that they have really achieved something. Parents are encouraged to be involved in partnership with the school. Stickers, stampers or pictures from an interest of the child are used to show that the targets were met in that particular session.

The plan should not run longer than half a term and is reviewed with the child’s parents, detailing evidence of the school’s intervention.

Other people are involved in the plan such as the appropriate mediator and lunchtime staff.
Behaviours referred to Assistant Head Teacher, Deputy Head Teacher and Head Teacher

The following behaviours should be referred to a member of the Senior Leadership Team:

- Bullying (see anti-bullying policy)
- Racist/homophobic name calling
- Repeated violence (any violent incident should be recorded)
- Repeated bad language
- Damage to property
- Stealing
- Threatening and/or aggressive behaviour towards an adult or child
- Any behaviours that constitute a health and safety risk

The SLT will then decide the next step, which may include; behaviour incident report, implementation of a behaviour chart or exclusion.

Exclusion

When making an exclusion the Local Authority policy is followed (see pupil exclusion manual kept in office).

There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from consistent poor behaviour over time or escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviour exhibited in school. However, in some cases behaviour is so extreme that exclusion is given immediately.

Exclusions can be short term i.e. 1,2,3,4 days at a time. A child may be excluded for a number of short term exclusions. Work is always sent home and an exclusion leaflet and letter explaining the reasons for exclusion. On return to school at Hurst Hill the child is always welcomed back by the appropriate Senior Leader.

Please beware that a parent may be issued with a penalty fine for their child being in a public place whilst excluded or while they are absent from school for an unauthorised leave of absence.

Permanent Exclusion

In a situation where the behaviour policy and short term exclusions are having no positive impact then a pupil may be permanently excluded. In such serious cases advice is sought and guidance followed from the Dudley LA Exclusion Unit. When a child is permanently excluded the LA is duty bound to find alternative arrangements for the permanently excluded child.
Internal Exclusion

A pupil may be removed from normal timetabled lessons to work in a supervised area either on their own or with a small number of other pupils. This may be used as an alternative to a fixed term exclusion. Senior Leaders will determine how long a pupil should be kept in a separate environment and what the pupil may or may not do during this time. Pupils will be allowed to eat, drink and use the toilet.

Behaviour at Lunchtimes and breaktimes

Rewards on playground
Lunchtime staff give stickers to children for good behaviour. When children receive stickers for good lunchtime/breaktime behaviour, it is good practice for all staff to acknowledge these children as they walk around school.

Sanctions on the Playground
Staff have a yellow/red card system which is designed to make children aware that poor behaviour at lunchtimes has consequences.

Yellow Card
If a child behaves inappropriately they will receive a yellow card as a warning. At the same time their name is written on a chart which is kept for the week.

Red Card
If a child continues to behave inappropriately they will receive a red card. At the same time their name is recorded on a chart. As well as having time out, at the end of the lunchtime the red card is passed to the class teacher. The teacher will then decide on an appropriate sanction e.g. thunder cloud and record this information in the behaviour log.

If a further red card is issued that week the teacher will send the child to the Senior Leaders.

The Senior Leaders will monitor children receiving red cards and decided on strategies to be put in place such as: meeting with all of these children one lunch time, or loss of lunchtime (sanction as appropriate to scale of the problem)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Sanction</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Behaviour</td>
<td>Praise and stickers received</td>
<td></td>
</tr>
<tr>
<td>First Time inappropriate behaviour displayed:</td>
<td>Verbal warning is given</td>
<td>Child should apologise for their behaviour</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Second time inappropriate behaviour displayed</td>
<td>Yellow card issued</td>
<td>Child to apologise for their behaviour and have 2 minutes ‘Time Out’</td>
</tr>
<tr>
<td>Third time inappropriate behaviour displayed</td>
<td>Red card issued</td>
<td>The child then has ‘Time Out’ for 10 minutes, Red card passed to class teacher at end of lunchtime. Teacher to decide on sanction e.g. thunder cloud. The teacher will record this information</td>
</tr>
</tbody>
</table>
| More serious inappropriate behaviour displayed | Sent to class teacher | Class teacher to decide on consequences which may include:  
- Behaviour incident report sent home |
| Severe  
- Bullying  
- Racist/Homophobic name calling  
- Violence  
- Threatening behaviour towards an adult/child  
- Any Behaviour that constitutes a health and safety risk | Sent straight to the Senior Leaders | Behaviour incident sheet sent to parents. Parents invited in to discuss way forward if appropriate |

If the child continues to cause concern then the IBP process will be followed.

**Note:**
Lunchtime staff play a key part in Health and Safety and need teaching staff to reinforce expectations of playground behaviour such as:
- To keep safe children should not run through the school
- To keep safe children should not swing or climb trees
- To keep safe children should play safely on the equipment
- To keep safe children should be encouraged to stay outside of the school building at lunchtime
Our Behaviour Charter will be visible on the playground and should be referred to by all staff when dealing with negative behaviour on the playground.

**Communication and Parental Partnerships**

We believe that the partnership between home and school is vital with regard to behaviour. A supportive partnership will be strong and be of ultimate benefit to the children. We strongly encourage parents to sign the Home School Agreement which sets out their commitment to supporting the school in the implementation of the Behaviour Policy.

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school.

**Celebration of Good Behaviour**

Good behaviour is celebrated at the
- Verbal praise
- House points
- Pupils who are particularly well behaved are sent to the SLT for extra praise
- Praise postcards sent home
- Praise certificates for good work/effort and behaviour
- weekly achievements assembly
- Newsletter
- Parents Evening

**Safeguarding**

All school personnel should consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer, significant harm. This may be the case in certain cultures where family discipline is more likely to be harsh. Where this may be the case, school personnel will follow the schools' safeguarding policy. School personnel will also consider whether disruptive behavior might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

**Raising Awareness of this Policy**
We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

**Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

**Monitoring the Effectiveness of the Policy**

To keep the policy ‘live’ and ‘active’ the following maintenance activities need to take place.

**Ongoing throughout the year**

Ensure any new staff, students, work experience are aware of the behaviour policy via induction process.

**Annually**

In the Autumn Term the policy will be reviewed by the Senior Leaders. The Head Teacher, Deputy Head Teacher and Assistant Head Teacher will lead a whole school assembly on behaviour policy.

<table>
<thead>
<tr>
<th>Headteacher:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Chair of Governing Body:</td>
<td>Date:</td>
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