



Hurst Hill Primary School

Pupil Behaviour and Discipline Policy

Date	Review Date	Coordinator
January 2021	January 2022	Head Teacher

COVID Addendum to Hurst Hill Behaviour Policy

1st January 2021

This addendum to the behaviour policy was created by Hurst Hill Senior Leadership Team (SLT) as a result of the government direction to begin the reopening of schools. Amendments are designed to reduce the risk to staff and pupils during the COVID 19 pandemic. All amendments have been informed by the ***Department of Education guidelines as stated in:***

- **Guidance for teachers, school leaders, carers, parents and students. Coronavirus (COVID-19) information for parents, schools, colleges and universities: closures, exams, learning, health and wellbeing.**
- ***Coronavirus (COVID-19): implementing protective measures in education and childcare settings***
- All updates and further online information can be found at:
<https://www.gov.uk/government/publications>

Rules/Aims:

To reduce the risk to children and staff from exposure to COVID 19 on school premises by providing clear safety and behaviour guidance for staff, parents and pupils.

The following amendments to the behaviour policy shall take effect from September 1st 2020. Amendments shall be reviewed in line with advice from the Department of Education as and when required during the COVID 19 pandemic.

On arriving at school pupils will be required to:

Enter the school premises following the new one way system as stipulated:



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'Only one parent will accompany pupils onto school site. Enter the left hand gate next to the car park entrance, walking around the school to the relevant point of entry.'

Wait sensibly 2 meters apart from other children/adults until they are called into school by a member of staff.

Will wash their hands on entry to school and ensure their personal belongings are stored safely under their desk in the classroom.'

As pupils enter the school premises teachers will:

Supervise the one way system on playgrounds guiding children and parents to the correct point of entry.

Issue reminders relating to social distancing

Ensure parents follow the one way rule guiding their exit of the premises via the right hand gate next to the school car park entrance.

Ensure pupils enter the school safely

Guide pupils to wash their hands, enter classroom and locate their desk whilst adhering to social distancing guidelines between teachers and phase bubbles.

During school pupils will:

- Follow the one way system in school at all times
- Try to maintain a 2 metre distance from all teachers and children at all times.
- Follow instructions first time
- Will not enter any other classroom unless they are part of an intervention bubble.
- Will take responsibility of their belongings and keep them at their table at all times.
- Keep hands, feet and objects to ourselves
- Wash hands for 20 seconds regularly throughout the school day
- Follow good self-care and hygiene rules using 'Catch it, bin it, kill it'.
- Try to use kind words
- Try to uphold Hurst Hill values
- Speak to a member of staff if they are worried or concerned about their safety
- Notify a member of staff if you or a member of your family has been unwell



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- Will enter and leave the school using the designated one way system around the exterior of school building.

At Hurst Hill we believe in promoting positive behaviour and celebrating good choices. We will continue to reward good behaviour as detailed in the current behaviour policy.

When school rules are being followed, usual praise and rewards will be used as well as:

- Star of the week
- Provide Golden Time – in their class/bubble
- Mindfulness colouring and drawing
- Chrome books and Ipads to use in class/bubble
- Share success on the newsletter / school Twitter account.

Children will receive praise / rewards for:

- Entering and leaving the school premises safely and considerate of others.
- Consistently adhering to the social distancing rules within and across their phase
- Consistently using the one way system appropriately around school
- Walking sensibly around school (not touching walls/doors/equipment unnecessarily)
- Being courteous to others when moving around the building and in class
- Making positive decisions to keep themselves and others safe.
- Promoting Hurst Hill School values
- Trying their best to achieve either in school or via remote learning.

The safety of Hurst Hill pupils has always been, and always will be, a priority for staff. In order to safeguard children and staff from potential exposure to COVID 19 **we must ensure that amendments to the behaviour policy are followed.** Teachers will therefore issue additional sanctions to those already stipulated in our current behaviour policy:

Sanctions

Teachers will issue sanctions to children who:

- Do not follow safety instructions
- Deliberately fail to follow the social distancing rules between other children and teachers



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- Choose not to use the one way system on entry, during school and when exiting the school premises.
- Use unkind hands or feet
- Move around the classroom / school corridors during lessons without consent.
- Use equipment that is not on their table without consent
- Push past others when moving around school.
- Make poor choices; putting themselves and others in danger.
- Choose to be unkind or disrespectful to peers and staff
- Damage the school environment.
- Fail to follow the SMART online safety rules / Online remote learning guidance available at: <https://www.hursthillprimaryschool.com/attachments/download.asp?file=208&type=pdf>
Please also see the Remote Learning Policy for guidance on home learning.
<https://www.hursthillprimaryschool.com/attachments/download.asp?file=285&type=pdf>

The following sanctions shall be used in addition to the usual sanctions in the school behaviour policy, to help manage behaviour and maintain the safety of pupils and staff:

1. Redirection and verbal reminders:

KS1 children will receive two warnings about social distancing then moved down the behaviour chart.

KS2 children will have one warning.

2. Conversations with parents – children sent home.

3. Virtual behaviour forms.

4. ONLINE behaviour shall be sanctioned in line with the Online Safety Policy available at:
<https://www.hursthillprimaryschool.com/attachments/download.asp?file=208&type=pdf>

If a child is persistently disruptive, then parents will be phoned to collect them. If team teaching is essential, the trained members of staff will wear PPE.



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Pupil Behaviour and Discipline Policy

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 school rules are a permanent feature on display in all classrooms and around the school. The behavior rules will be referred to and linked directly to sanctions for behaviour.

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.

This policy will be abided by all staff members and pupils at all times, and reviewed at regular intervals.

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)
- Keeping Children Safe in Education 2021

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the School's Code of Conduct.



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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 behaviour.

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;



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- responsibility for ensuring all policies are made available to parents;
- 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;
- 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 and to apply all rewards and sanctions fairly and consistently; (see rewards and sanctions section for more detail)
- be positive ambassadors of the school at all times, through their professional behaviour and conduct
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- 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;



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- 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
- record all behavioural events, both positive and negative by following the correct reporting procedures
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- Keep parents/carers informed of any behavioural management issues concerning their child
- Monitor the attitude, effort and quality of the pupil's work
- Introduce behaviour 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
- act as positive ambassadors and representatives of Hurst Hill Primary School through their exemplary behaviour;
- be polite and respectful of others in the surrounding community;
- show consideration to others in school and online
- work to the best of their ability and effort at all times, whilst allowing other pupils to do the same;
- cooperate with other pupils and members of staff in order to create a positive learning environment;
- be ready to learn by ensuring regular attendance;
- make suggestions about school behaviour via the School Council when applicable;
- 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 Code of Conduct in school planners;
- listen carefully to all instructions given by the teacher;
- respect and value the environment and their surroundings, as well as each other;
- 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 Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys



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Parents/carers are encouraged to:

- share any concerns they have regarding their child's education, welfare, behaviour and life at Hurst Hill Primary School with the pupil's class teacher or a member of the SLT;
- have good relations with the school;
- support good behaviour and the school's decision in relation to behavioural issues, whilst having the right to seek clarification on Hurst Hill Primary School's decisions regarding their child's behaviour.;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part in periodic surveys conducted by the school;
- sign and support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- monitor their child's behaviour online and reinforce SMART rules

Classroom behaviour

- A set of the school rules, COVID advice, SMART rules and a behaviour chart will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations throughout the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
- Lessons will be structured and have a focused framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.



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- The school sanctions chart will be followed by all members of staff ensuring that the appropriate sanctions and consequences are used as a result of the wrong behaviour being chosen (see page 9, 10 and 11).

Rewards and Praise

The behaviour policy focuses on positive behaviour as well as negative. We aim to promote good behaviour in school by giving children who behave well a high profile in school. Good behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow. Examples of good behaviour will be highlighted and acknowledged by a well-structured system of rewards that ensures **consistency** across the school. We use a stars and sunshine system in the classroom to support the behaviour policy. Each teacher may also have their own individual class reward systems, strategies and incentives to motivate and encourage each unique group of pupils.

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

Rewards include:

- Verbal praise
- Children displaying good behaviour are moved up from the clouds (where they start each day) to the sunshine or stars on the behavior chart (sunshine – they receive a house point and stars they receive a raffle ticket which goes into the prize draw at the end of the term or a prize from the prize box.)
- Written comments on work
- Stickers/stamps to stick on work or to wear
- Telling parents (verbally or written in planner)
- Praise postcards sent home (from head teacher)
- House points awarded for good work / effort.
- Raffle tickets are awarded for exceptional work / effort
- Achievement awards/certificates
- Work featured on school website / hot board / displays
- Star of the day for well- behaved pupils in Reception to be recognised for smaller steps.
- Star of the week assembly is held weekly, where staff nominate a child from every class to have a praise certificate and parents are invited
- Star of the half term – one child from each class who has shown exceptional work / behavior that half term. Pupils choose their reward such as a cinema afternoon, tea with the head teacher or bring your bike to school day. They are also presented with a certificate in assembly.
- Star of the year – one pupil in each class that has stood out all year for being amazing. They get to choose their reward such as bring their scooters to school, film afternoon etc...They also are presented with a certificate in assembly.



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- Children who have been particularly good are sent to a senior leader for extra praise and a special sticker
- Golden time for half an hour at the end of each half term (for those children who haven't had any behaviour forms).

House Points

House points are awarded for good work and effort. Every child and member of staff belongs to a House Team and they can earn house points that feed into the collective total for their team (diamonds, rubies, emeralds or sapphires).

House point totals will be displayed in the Hall. The house with the most house points at the end of term get to wear their own clothes in their house colour.

Playground Buddies

Year 2 and 6 children will have the opportunity to become playground buddies, working under the direction of the DHT who has 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 behaviour at lunchtimes.

Anti-bullying Ambassadors

There is one pupil chosen in each year group to represent them as their anti-bullying ambassador on the playground. These pupils receive training by staff in how to support children on the playground who may be lonely or upset, in how to resolve disagreements and how to encourage children to play nicely with one another.

Disciplines and Sanctions

Hurst Hill Primary School implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
- Written warning/reprimand
- Removal from the classroom to another classroom
- Repeating work of an unacceptable standard
- Behaviour concern logged
- Withdrawal of privileges
- Lunchtime or playtime detentions (miss 5 minutes playtime / lunchtime)
- Internal time out with a senior leader
- Meeting with the Head Teacher or a member of SLT
- Being placed on a behaviour chart / IBP
- Referral to an external agency or inclusion support



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- Temporary inclusion provision (TIP) where children are educated at a different MAT school
- Exclusion including fixed term and permanent

School will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation. Adults will concentrate on the behaviour, 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 school 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 school rule of 'We use kind hands and feet'.

The following examples of bad behaviour will not be tolerated at Hurst Hill Primary School:

- 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 to property
- Answering back inappropriately
- Lying
- Malicious accusations against an adult or child
- Online bullying or misuse of school devices during remote learning.
- At Hurst Hill if a pupil chooses to break a rule the following steps will be followed:



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<u>Behaviour</u>	<u>Sanction</u>	<u>Consequence</u>
First time a rule is broken	Verbal reminder of expectations	Reminder
Second time	Verbal reminder of consequences	Reminder
Third time	Verbal	Move down to the cloud
Continued disruption	<p>Move down to the thunder cloud</p> <p>Complete form 1 and record in class behaviour folder.</p> <p>Child could be sent to phase leader's classroom for 30 minutes if behaviour does not improve that day. Behaviour starts to be monitored</p> <p>Recorded in child's planner</p>	<p>Loss of 5 minutes play or lunch time (to be spent with the teacher)</p> <p>Parents notified</p>
Severe disruption/incident	<p>Move down to the lightning</p> <p>Behaviour incident form 2 completed and form 3 sent home Teacher records on CPOMS and alerts SLT</p> <p>Internal time out with SLT, temporary inclusion provision or exclusion (to be logged on CPOMS). Complete form 2 and 3.</p>	<p>Parents notified</p> <p>School continues to monitor more formally</p> <p>Pupil to complete their work during time out. Time out letter to be sent home and signed by parent and returned. If the child is not collected by a parent at home time then a phone call home is made.</p> <p>For inclusion provision the child can have time out with a 1:1 worker or can be educated at a different MAT school.</p>



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<p>Consistent disruption over a period of time e.g. thunder clouds given multiple times over a 2 week period</p>	<p>Cause for concern</p> <p>Withdrawal of privileges Teacher records on CPOMS and alerts SLT</p> <p>Child could be put in time out (to be logged on CPOMS). Complete form 3</p>	<p>Class teacher to meet with parents to raise areas of concern. Actions agreed.</p> <p>Pupil to complete their work in time out. Time out letter to be sent home and signed by parent and returned.</p>
<p>No impact of cause for concern in the 2 weeks following</p>	<p>Behaviour report</p> <p>Teacher records on CPOMS and alerts SLT</p>	<p>Behaviour report 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.</p>
<p>Continued poor behaviour whilst on the behaviour chart</p>	<p>Individual behaviour plan (IBP)</p> <p>SENCO involved</p> <p>SENCO to log on CPOMS and alert SLT</p>	<p>Formal targets set. Strategies for staff identified along with rewards and sanctions.</p> <p>IBP evaluated on a weekly basis. Review to take place every 4-6 weeks in consultation with SENCO</p>
<p>No positive impact on behaviour whilst on the IBP</p>	<p>IBP adapted and evaluated</p> <p>External agencies become involved to offer further help and support</p> <p>Teacher to record on CPOMS and alert SLT and SENCO</p>	<p>As above plus seeking advice and support from external agencies such as the Sycamore outreach team and/or Education Psychologists. Further consideration of strategies</p>



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<p>No/limited impact of school action plus IBP</p>	<p>Teacher to record on CPOMS and alert SENCO and SLT</p> <p>Consideration of temporary inclusion provision or exclusion</p>	<p>If temporary inclusion, the child is educated at a different MAT school.</p> <p>If excluded, follow with a 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 as and when required.</p>
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When break or lunchtime time out is administered, the child will have access to the toilet and food and drink.

Items banned from school premises/searches and confiscation of inappropriate items

School personnel have the right to search pupil's property and they can confiscate inappropriate items. Any items deemed to be prohibited e.g. knives or weapons will be handed over to the police. Searches are permitted for the following items and staff are permitted to use force when searching for these items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Smoking equipment
- Fireworks
- Any other item which is banned under the school's guidelines or which is likely to cause personal injury or damage to property

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



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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"

- Searches will be conducted by staff and a witness unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- For non-prohibited items it is the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item from the class teacher or the school office.

Behaviour off school premises

Senior Leaders *may* also discipline pupils in certain circumstances when a pupils' misbehaviour occurs outside of school for example a pupil is bullying another pupil.

Teachers and Senior Leaders may also discipline pupils for misbehaviour 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
- Acting inappropriately during remote class learning

Or where the misbehaviour

- 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 misbehaviour 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.



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The 2011 Education Act increased powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action will be taken as appropriate. Where there is evidence parents / carers will be informed of incidents of inappropriate online safety behaviour, that take place out of school.

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 behaviour 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 behaviour that disrupts the behaviour 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
- To prevent damage to property

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 on CPOMs. Where Team Teach has been used then a record of the incident will be made in the Red bound and numbered book.

Time Out

The school may decide to move pupils to a separate room away from other pupils for a limited period. The school will only move pupils to have time out where absolutely necessary, and where the process has been followed and has failed to resolve the behaviour issue. Pupils will be moved to an office or the calm room and will be supervised by a member of staff.

The school will ensure that the pupil's health and safety is not compromised and that any additional requirements such as special education needs are met.

If a child goes needs time out before break they remain there until lunch. If it is between break and lunch they remain there until home time. If it is after lunch, they spend the rest of the afternoon and the first session the following day (until break) in time out.



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The class teacher will decide what work the pupil will do while in time out and appropriate work will be set. Children are to work silently on the work. If they are refusing to do the work, they sit in silence. Children do not talk to the member of staff in the room other than to ask for a drink or to go to the toilet. The child does not go out for break but will be allowed to eat their snack at playtime. They are able to access their water bottle and the toilet whenever it is needed.

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. A risk assessment is carried out for any pupil on a part time timetable due to poor pupil behavior.

Behaviour Chart

Behaviour charts are used when a pupil repeatedly misbehaves. Behaviour charts are set up following consultation with class teacher and parents. Behaviour charts should focus on no more than 3 achievable targets and are ideally only in place for 2 weeks at a time. The targets chosen are bespoke to the individual child and will directly target the issues that have been raised. If a target has been achieved, a sticker is used to show success after each lesson. Behaviour charts will only work towards behaviour modification if parents have been informed, and when all staff, including PPA or other cover staff, update it following each session.

Senior Leaders of the school will be proactive in monitoring charts to ensure they are having an impact.

Individual Behaviour Plan (IBP)

If a behaviour chart has been set up and proved unsuccessful then an IBP will be considered and discussed with the SENCO, class teacher and parent if there has been:

- Repeated challenging behaviour
- In danger of or has already been excluded
- Consistent low level behaviour
- Child to be placed on the SEND register

The child will be placed on the Special Educational Needs register as the school is making additional provision for the child.

The targets on the plan are clear and understood by the child. The plan is reviewed termly with the child's parents, detailing evidence of the school's intervention.



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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.

Other people are involved in the plan such as teaching assistants, learning mentor and lunchtime staff.

Exclusion

Temporary inclusion provision (TIP) will always be used before exclusion where possible and unless in the case of an extreme incident. The parent will be given the name of a MAT school that has agreed to educate the pupil for a day. The parent must take the child to the school or the absence will be recorded as unauthorised. The pupil is not allowed to re-enter school until there has been a reintegration meeting with the parent.

When making an exclusion the Local Authority policy is followed.

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 a letter explaining the reasons for exclusion.

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

When issuing a permanent exclusion the school will follow the DfE statutory guidance Exclusion for maintained schools, academies and pupil referral units in England (from 1 September 2017). This will replace the statutory September 2012 guidance.

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches



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of the school behaviour policy 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 permanent exclusion is issued immediately.

In such serious cases advice is sought and guidance followed from the Dudley Local Authority Exclusion Unit. When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

Behaviour at lunchtime and playtimes

Lunchtime staff give stickers and house points 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 will follow the same behaviour rules at lunchtime as used in the classroom which is designed to make children aware that poor behaviour at lunchtimes has consequences. Each lunchtime staff member is responsible for their own year group. If there has been an incident at lunchtime staff will fill out a behaviour log form and inform the class teacher.

The Senior Leaders will monitor children's lunchtime behaviour via CPOMs and decide on strategies following the policy.



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<u>Behaviour</u>	<u>Sanction</u>	<u>Consequence</u>
First Time inappropriate behaviour displayed:	Verbal warning is given	Child should apologise for their behaviour
Second time inappropriate behaviour displayed	2 minutes 'time out'	Child to apologise for their behaviour
Third time inappropriate behaviour displayed	The child then has 'Time Out' for 10 minutes. Lunchtime supervisor completes form 1. If these forms are being completed regularly then cause for concern is logged on CPOMS by the class teacher.	Behaviour incident form 1 handed to class teacher at end of lunchtime. Teacher to record in class folder, child's planner and decide if any further sanctions are needed. Class teacher to meet with parents to raise areas of concern and agree actions.
More serious and inappropriate behaviour displayed <ul style="list-style-type: none"> • Bullying • Racist/Homophobic name calling • Violence • Threatening behaviour towards an adult/child • Any behaviour that constitutes a health and safety risk 	DHT is called for on walkie talkie Behaviour incident form completed and sent home (form 2 and 3) DHT records on CPOMS and alerts HT Internal time out, temporary inclusion provision or exclusion (to be logged on CPOMS). Complete form 2 and 3.	Parents notified and invited in to discuss way forward if appropriate. School monitors formally. Pupil to complete their work during time out. Time out letter to be sent home and signed by parent and returned (or phone call home) or exclusion paperwork issued and parent meeting to discuss. For inclusion provision, pupil is educated at a different MAT school.

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



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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 school rules 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/ Charter 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.

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 behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

Monitoring and review

To keep the policy 'live' and 'active' the policy will be reviewed annually and can be reviewed and adapted before if necessary.