



Hurst Hill Primary School

Pupil Behaviour and Discipline Policy

Date	Review Date	Coordinator
February 2022	February 2023	Head Teacher

Purpose

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 and secure.

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, and be advocates of our shared **school values of honesty, resilience, respect, positive attitude and caring**. Our values and school rules are a permanent feature on display in all classrooms and around the school. **Our school rules are: Use kind hands and feet, use kind words and follow instructions**. The behaviour rules will be referred to and linked directly to sanctions for behavior to prevent bullying.

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 followed by all staff members and pupils at all times and reviewed annually.

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:



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- DfE 'Behaviour and discipline in schools' 2016

Aims and Objectives

To promote a positive climate where:

- School values and rules are modelled and exemplified by ALL daily.
- 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 applied.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- De-escalation and self-regulation are taught, modelled and encouraged.
- 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 Council, pupil surveys and RHE lessons 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 SEND pupils;
- 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;



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- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- 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 pupils with SEND;
- work hard with everyone in the school community to create an ethos that shows our school values and rules;
- 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;
- review and 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;
- undertake classroom monitoring and behavior folder checks;
- work with external agencies;

School personnel are expected to:

- comply with all aspects of this policy
- uphold and be advocates of the school values and school rules.
- encourage good behaviour and 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, making reasonable adjustments for SEND pupils as needed.
- promote self-discipline amongst pupils including modelling self-regulation and de-escalation strategies;
- deal appropriately with any unacceptable behaviour;
- provide well planned, interesting and challenging 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;



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- 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;
- 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
- Aid pupil transition between year groups and if new to the school
- Monitor the attitude, effort and quality of the pupil's work
- Ensure corridors are silent

Pupils are expected to:

- be aware of and comply with this policy
- show the school values
- follow the 3 school rules
- 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;
- co-operate with other pupils and members of staff in order to create a positive learning environment;
- make suggestions about school behaviour via the School Council when applicable;
- obey all health and safety regulations in all areas of the school;
- ask for further help if they do not understand;

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, values and sanctions;
- be asked to take part in periodic surveys conducted by the school;
- monitor their child's behaviour online and reinforce the SMART rules



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School Systems and Norms: 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 in order to prevent bullying. 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 – linked to the school values or rules
- Children displaying good behaviour are moved up from the clouds (where they start each day) to the sunshine or stars on the behaviour 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
- Praise postcards sent home (from head teacher)
- House points awarded for good work / effort. Weekly totals and winners are presented in assembly and shared on the newsletter
- Raffle tickets are awarded for exceptional work / effort
- Achievement awards/certificates
- Work featured on school website / 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 have lunch with the head teacher and are 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.
- Children who have been particularly good are sent to a senior leader for extra praise and a special sticker



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- Golden time for ten minutes at the end of each week (KS2) or half an hour each half term (KS1). Pupils who have any behaviour forms, lose 5 mins for each form (2 forms or more for KS2)
- Hot chocolate with the head teacher. This is an incentive in Y6 for pupils making the right choices every week.
- Positions of trust in school such as on the Junior Leadership team; school councillors, playground buddies, well-being ambassadors, digital leaders, healthy eating ambassadors, breakfast monitors, house captains and head pupils. Please see the school website – Children – Junior Leadership Team, for more information.

Discipline and Sanctions

Hurst Hill Primary School implements sanctions which staff members will apply to corresponding actions using their professional judgement and linked to the school values and rules. These include the following:

- Verbal warning/reprimand
- Moved down the chart
- Written warning/reprimand
- Time out with a senior leader (1/2 day)
- Reflection time in another room (up to 30 mins)
- Repeating work of an unacceptable standard
- Individual behaviour action plan
- Withdrawal of privileges
- Lunchtime or playtime detentions (miss 5 minutes playtime / lunchtime)
- Meeting with the Head Teacher or a member of SLT
- Being placed on an IBP (with SENCO support)
- Referral to an external agency or inclusion support for further support
- 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, inline with this policy. 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 behaviour on form 1s, 2s and when reporting to a parent, the school rule or value should be referred to as part of normal practice. For example: Joe Bloggs has received time out for kicking another child which has broken our school rule of 'We use kind hands and feet'.

Y1-6 follow the chart below and EYFS use a more simplified version to aid understanding for younger pupils. The process is followed in order to prevent bullying



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If a pupil chooses to break a rule / value, the following steps will be followed:

<u>Pupil Behaviour</u>	<u>Staff Action</u>
First time a rule is broken	Verbal reminder of expectations and school rules
Second time	Verbal warning given Move down the chart to 'verbal warning'
Continued disruption	Move down the chart to the 'lose 5 minutes playtime' Lose 5 minutes playtime (with the teacher) Complete form 1 and record in class behaviour folder.
Further continued disruption	Move down the chart to 'reflection time' Child to be sent to a phase leader's classroom for up to 30 minutes (time away from the classroom) Log on CPOMS and report to slt. No form to be completed Parents notified
Severe disruption/incident	Any deliberate physical assault (child on child abuse) results in a form 2 and time out. Move down the chart to 'Time Out' Behaviour incident form 2 completed, recorded on CPOMS and alert SLT Staff note the name of the parent spoken to and sign the form to confirm parents have been notified Internal time out with SLT (for inclusion this can be with a 1:1 worker), temporary inclusion provision or exclusion (to be logged on CPOMS). Complete form 2. 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.
Consistent disruption over a period of time e.g. time outs given multiple times over a 2 week period	Class teacher to meet with parents to raise areas of concern. Actions agreed. Individual behavior chart set up with bespoke targets to address issues Withdrawal of privileges Teacher records on CPOMS and alerts SLT



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<p>Continued poor behaviour whilst on the behaviour chart</p>	<p>Individual behaviour plan (IBP)</p> <p>SENCO involved, further interventions considered and parents consulted</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>Review to take place every 4-6 weeks in consultation with SENCO</p>
<p>No/limited impact to behaviour on 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>Consideration of temporary inclusion provision or exclusion</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>

EYFS

At this age, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the setting.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps.



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- Sharing information with parents/carers about their children's behaviour.
- Providing strategies to support turn-taking e.g. using a sand-timer, pulling names out of a hat.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings e.g. during circle time.

It is important that pupils understand the impact on others when they demonstrate good or inappropriate behaviour. For this reason, we also use a simple visual behaviour chart, which accompanies the above.

- When celebrating success, pupil's names are moved to the 'smiley sunshine'.
- If a child makes the wrong choice which impacts on the learning of others', we follow the steps as detailed above and move the child to the cloud.
- If a pupil continues to make poor choices, challenging behaviour or impacts on the safety of others, we move the child to the sad face cloud.
- Children have the opportunity to move to the smiley sun as their behaviour improves.
- Each incident is addressed depending on the context.

As a setting, we reflect on behaviour at the end of each day. We share what we have learnt and celebrate how we have contributed towards our vision and values – we aim to promote positivity above negativity at all times.



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<u>EYFS Behaviour Management</u>	
<u>Pupil Behaviour</u>	<u>Staff Action</u>
First behaviour incident	Verbal warning is given followed by supportive explanations/behaviour interventions as required.
Second time	Repeat the above and move the child down the chart to the cloud. Use Makaton sign to show that their teacher is 'sad'
Continued disruption	Repeat as above and move the child down to the dark cloud. Inform parents verbally about behaviour at the end of the day.
Continued disruption continues	Child spends ten minutes out of the setting to talk through the behaviour/ identify triggers /support with self-regulation. Inform parents - complete behaviour form one for records.
Further disruption / or more serious and inappropriate behaviour displayed <ul style="list-style-type: none"> • Racist/Homophobic name calling • Physical assault • Violence (verbal or physical) • Threatening behaviour towards an adult/child • Any behaviour that constitutes a health and safety risk • Peer on peer abuse / sexual harassment 	SLT called for on walkie talkie Spends 30 minutes with Mrs Johnson or Mrs Keen Behaviour incident form 2 completed, logged on CPOMS and parents notified. Depending on context: Internal time out (1/2 day), temporary inclusion provision or exclusion (to be logged on CPOMS).
Children can be moved back up the chart to the sunny smiley face as their behaviour improves.	
Always promote the positives / identify potential triggers. Remembering that we can't teach children to behave better by making them feel worse... When children feel better, they behave better.	



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

School personnel have the right to search pupil's property with their consent and they can confiscate inappropriate items. If staff have reason to believe that the items are prohibited, then no consent needs to be sought. 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:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- 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 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 (staff and pupil of the same sex).
 - 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.



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- 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.

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 in exceptional circumstances.

CPI is a technique used to calm, de-escalate and divert attention in order to prevent hazardous behaviour or harm to the pupil. This may 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



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- 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 CPI has been used, then a record of the incident will be made in the Red bound and numbered book.

Time Out

If a child is sent to Time Out, this is time to allow pupils to self-regulate, de-escalate and reflect on their behaviour choices. This will be in a room with a senior leader. If a pupil is angry, then the Calm Room can also be used. There are two options here for the teacher – 30 minutes in another classroom or Time Out with a senior leader in an office for a half day.

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 the half day Time Out is needed, if this happens before break time, they remain there until after lunch. They could remain over lunchtime but this is at the discretion of the senior leader. If it happens 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. This can be at the discretion of the senior leader.

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. If they refuse 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 / lunch but will be allowed to eat their snack at playtime or lunchtime. They are able to access their water bottle and the toilet whenever needed.

Risk Assessments

When a difficult situation arises staff will instinctively make 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.



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Individual Behaviour Charts

Individual 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.

Senior Leaders of the school will monitor 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

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.

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, appropriate external agencies 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.



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There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis.

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).

In such serious cases advice is sought and guidance followed from the Dudley Local Authority Inclusive Pathways team. 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 raffle tickets, stickers and house points to children for good 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 and values at lunchtime as used in the classroom. There is a more simplified version of the chart to follow for lunchtime staff (below).

Lunchtime staff play a key part in Health and Safety and need to communicate and work alongside teaching staff to reinforce expectations of playground behaviour inline with our school values and school rules.

Our school rules and values should be referred to by **all staff** when dealing with positive and negative behaviour on the playground. The lunchtime chart **stands alone** and separate to the class behavior chart. No behaviours get carried over.



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Lunchtime Behaviour Process – Y1-6

<u>Pupil Behaviour</u>	<u>Staff Action</u>
First time a rule is broken	Verbal warning is given
Second time	2 minutes 'time out'
Continued disruption	<p>The child then has 'Time Out' for 10 minutes.</p> <p>Lunchtime supervisor completes form 1 which is handed to the class teacher at end of lunchtime. Teacher to record in class folder</p> <p>If these forms are being completed regularly then move to individual behavior chart for lunchtimes written by class teacher and parents. Time spent outside can be limited if needed.</p>
<p>More serious and inappropriate behaviour displayed</p> <ul style="list-style-type: none"> • Bullying • Racist/Homophobic name calling • Physical assault • Violence (verbal or physical) • Threatening behaviour towards an adult/child • Any behaviour that constitutes a health and safety risk • Peer on peer abuse / sexual harassment 	<p>SLT called for on walkie talkie</p> <p>Behaviour incident form 2 completed, logged on CPOMS and parents notified</p> <p>Internal time out, temporary inclusion provision or exclusion (to be logged on CPOMS). Complete form 2.</p>



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Communication, Relationships and Parental Partnerships

We believe that relationships between pupil and staff, and staff and parents are essential in maintaining and supporting effective behaviours. A supportive partnership will be strong and of ultimate benefit to the children.

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. This is essential to build trust and develop 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.



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Appendix 1

Form 1

Child's Name Date
Class Time
Completed by

What was the issue?

Unkind hands and feet	
Not following instructions	
Unkind words	
Uncaring	
Disrespectful	
Negative attitude	
Dishonest	
Resistant to help	

Where did the incident take place?

Classroom	
Hall	
Outside	
Other classroom	
Other	

What did the pupil do?

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What did you do?

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