



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Behaviour Policy

Approved – February 2022
Next review – February 2023

Achieving Excellence Together

As a Church of England school, our Christian vision and values are central to all we do.

Following in Jesus' footsteps, pupils at Hunton make positive and courageous choices to open up the world by stepping outside their comfort zone in order to 'live life in all its fullness'.

*Our Christian vision is conveyed through our values: **compassion, joy, respect and perseverance** and explained by the Bible story of Peter walking on water. Jesus inspires us to live out our Christian values and to strive for excellence in all that we do; striving to '**live life in all its fullness**'. (John 10:10)*

Hunton CEP School is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community belonging: **Compassion, Joy, Respect, Perseverance**.

Our pupils' achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience '**life in all its fullness**' (John 10:10). This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age disability, gender or background.

This policy outlines what we expect from all our pupils in terms of their behaviour with our Christian values at the forefront, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

The Governors and staff strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

We also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Hunton CEP School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school. The whole school Behaviour Policy emphasises that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy therefore includes an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties, in order to comply with the Equality Act 2010 and which are described in the school's Equality Policy, are further reinforced through the whole school Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

Aims

1. Children show **compassion** and help each other during lessons and playtimes.
2. Positive behaviour and attitude fosters **joy** of learning and of the whole school experience
3. Children are taught to **respect** each other, staff and belongings
4. Children are taught to **persevere** and take an autonomous approach to being responsible for their own behaviour, reflecting on where they could make the right choices.

We expect that by encouraging positive behavioural patterns we will promote good relationships throughout the school built on trust and understanding, and that through the use of this policy all of our pupils are supported in developing a high level of social awareness.

Roles and Responsibilities

The Governing Body

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

The Headteacher

- The Headteacher is responsible for reviewing and approving this behaviour policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Headteacher keeps records of all reported serious incidents of negative behaviour.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action would only be taken after the school governors have been notified.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Ensuring that the full value contract (class rules) is enforced in their class, and that their class behaves in a responsible manner during lesson time. The teacher treats all children in their class fairly and with respect and understanding.
- Having high expectations of the children in terms of behaviour, and striving to ensure that all children work well.
- Creating a safe and pleasant environment, physically and emotionally
- Provide and challenging, relevant and engaging curriculum
- Dealing with a child's negative behaviour in the first instance. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher and/or SLT.
- Liaising with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENDCO or head teacher who will liaise with the STLS.
- Reporting to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Parents

Parents are expected to:

- Make children aware of appropriate behaviour in all situations and read and support the standards of behaviour as shared in this policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Provide children with consistent messages about how to behave at home and at school
- Encourage independence and self-discipline
- Support their child's learning, and to co-operate with the school, as set out in the home-school agreement.
- Support the actions of the school if the school has to use reasonable consequences to sanction a child. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented with the school governors (Please see the Complaints Policy).

Pupils

Pupils are expected to:

- Demonstrate **compassion** in all that they do and say
- **Persevere** and work to the best of their abilities and allow others to do the same
- Treat others with **respect** and take care of property and the environment in and out of school
- Listen and follow the instructions of the school staff and adults working with them
- Have the courage to be honest and take responsibility for their actions and words
- Co-operate with other children and adults and demonstrate **compassion** and **joy** showing the qualities of a good **friend**

Rewards:

- Praise: A public word of praise in front of a group, class, whole school or a written comment in books.
- Daily (age-appropriate) reward charts with children gaining stars/wristbands. A series of these may also lead to an end of term prize.
- Team points using sports day teams. Reward children with increments of 1 team point. Winning team at the end of each term to have own clothes day
- Celebration Assembly awards for outstanding achievements

Sanctions:

- 1st instance- Reminder of correct behaviour
- 2nd instance- verbal warning with opportunity to correct behaviour
- 3rd instance- Move down individual behaviour chart if applicable.
- 'Reflection Zone' - Linked to our whole school zones of regulation provision: children to have an opportunity for a 'time out' in a separate seat/area to reflect upon their behaviour.
- Loss of playtime/lunchtime: 1 minute increments up to a maximum of 5 minutes
- Phone call to parents
- Sent to a member of the Senior Leadership team, who will encourage the child to reflect upon their behaviour choices and reiterate high expectations of attitude and behaviour. Child to fill in a reflection form. Parents will also be informed of this.
- Internal exclusion with a member of the SLT

A child will also be sent to the Headteacher for:

- Physical acts of violence
- Swearing
- Flagrant disregard for recognising the authority of an adult
- A pattern of inappropriate behaviour

Temporary or permanent exclusion by Head Teacher – this is a measure of last resort and will only be done in extreme cases.

Procedures for the exclusion of children

Under section 64 of the School standards and Framework Act only the Headteacher has the power to decide whether or not to exclude a pupil.

Exclusion can be for disciplinary reasons only and can take one of two forms:

1. Fixed period(s) – must not exceed 45 days in any one school year.
2. Permanent exclusion

Once a pupil has been excluded the Head Teacher will:

- Ensure that the parents are notified immediately and told of their right to make representation to the Governors Committee. (It is recommended that exclusions should not normally begin until the next school day).
- Inform the Governors Committee of all permanent exclusions, and all exclusions which result in the child missing more than five school days in any one term
- Inform the LA of the same categories of exclusion as for the Governors Committee. In addition, information about fixed term exclusions of between one and five days should be reported to the LA termly unless the LA asks for the information more frequently.

To enable proper monitoring of exclusions, the school will provide the following information for the LA:

- Name of the pupil
- Length of the exclusion
- Reasons for the need for an exclusion
- Pupil's age, gender, ethnicity and whether they have a statement of Special Educational Needs
- Whether the pupil is a Looked After Child (in the care of the local authority)

The Headteacher will arrange for work to be provided as soon as the pupil is excluded for a fixed period of up to 15 school days. Parents should arrange for work to be collected and returned and the school will ensure that it is marked and that further work is set until the pupil returns to school. Where a pupil is excluded for a fixed term of more than 15 days, the school will contact the LA to make arrangements to provide an appropriate package of education for the child. The school will be expected to meet some of the cost. For permanently excluded pupils, the teacher will set and mark work while the pupils name remains on the school roll. (The pupil's name will remain on the school roll until the appeal procedure is completed or until the time for appeals has expired without an appeal being lodged)

After all, every child has the right to learn. No child has the right to disrupt the school life.

Power to Screen and Search Pupils:

All staff at Hunton CEP School have the right to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

All staff have the right to search without consent for the following items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules.

The Use of Reasonable Force:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Head

teacher and all authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The Power to Discipline for Behaviour outside the School Gates:

Teachers have the power to discipline pupils for misbehaving outside of the school premises, “to such an extent as is reasonable”, should non-criminal bad behaviour and bullying occur off the school premises. This may be witnessed by a staff member or reported to the school. In all cases of misbehaviour the teacher is only allowed to discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Monitoring

This policy will be monitored and reviewed by the Headteacher, Governors and all staff in the school on a periodic basis.

1. By Governors on their Learning Walks.
2. By Headteacher and staff on a daily basis through informal discussion.
3. By Headteacher and staff if any incidents occur which cause concern.
4. If we feel the need to adapt and change policy this will be through staff discussion and a report to the Governors.

Outside agencies

Teachers should discuss any worries about a child with the SEN co-ordinator or Headteacher.

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teachers, SEN co-ordinator, Headteacher and parents, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include:

- LIFT
- Specialist Teaching Service
- Learning Support Services
- Educational Psychologist
- Speech Therapist
- Physiotherapist
- EYFS Advisor
- Social Services
- Early Help

All teaching staff have access to a central system where incidents of poor behaviour and discussion with parents are recorded. This will enable the leadership to judge behaviour over time, including the effectiveness of this policy.

The following categories will be applied:

- Bullying
- Discrimination
- Racism
- Sexism
- Disability focused
- Homophobic
- Sexual harassment