



*Compassion, Endurance, Friendship, Pride, Thankfulness*

## **Behaviour Policy**

**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, hope, reverence and wisdom are the foundations of our school community and we diligently strive to provide a safe school where our pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, 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 Single Equality Scheme and promoted in the day-to-day running of the school. The whole school Behaviour Policy emphasizes 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 Single Equality Scheme 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. To ensure a whole school positive approach to behaviour
2. To develop a sense of self-discipline within our pupils using Christian teachings in supporting pupils' understanding of right from wrong
3. To develop positive relationships where each individual takes personal responsibility for their actions

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.



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## **Behaviour & Relationships Procedure**

### **Rewards and Privileges**

- Praise: A public word of praise in front of a group, class, whole school or a written comment in books.
- Individual reward chart 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
- Send to another class or the head teacher for work of excellent quality and effort.
- Weekly 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.
  - Sharon to create visual prompts /cards at age-appropriate level to encourage and help children reflect.
- Loss of playtime/lunchtime: 1 minute increments up to a maximum of 5 minutes
- **Sent to the Deputy/ Head Teacher**

The Deputy Head Teacher will:

- Remind pupil/s of class rules
- Reiterate high expectations of attitude and behaviour
- **Ask pupils to write an apology letter** – pupils will be required to write an apology letter to each other when inappropriate, hurtful behaviour and spoken words have transpired between pupils.
- **Sent to the Headteacher** – pupils will be sent to Head teacher for
  - **Physical acts of violence**
  - **Swearing**
  - **Flagrant disregard for recognising the authority of an adult**
  - **A pattern of inappropriate behaviour**
  - Where appropriate, report cards may be issued to monitor the behaviour of the pupil. Achievable targets will be identified to support self-management and positive interactions.
- **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 pupils 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)



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### **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 at Hunton CEP School 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 premise "to such an extent as is reasonable"

Should non-criminal bad behaviour and bullying occur off the school premises and which is witnessed by a staff member or reported to the school, the following punishments can be imposed on pupils:

- A verbal reprimand.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – examples include, removal from prefect and or school council duties, non-participation in school trips and events.
- Detention including during lunch-time and afterschool.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

**In all cases of misbehaviour the teacher/ Support staff is only allowed to discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.**

Staff agreed this policy: September 2020

This policy was accepted by governors July 2020

Policy review due October 2021