

## **Behaviour Policy**

**Person in Charge - Sharon Richards**



### **Introduction**

Good behaviour is a necessary condition for effective teaching and learning to take place. At Holley Park we share the values of society; respect the rules of law, believe in truth and show consideration for others.

This policy incorporates the guidance of the following documentation;

- Behaviour and Discipline in Schools, Department for Education 2012
- Use of Reasonable Force in Schools, Department for Education 2012

### **Aim**

We aim to create a pleasant, relaxed and secure atmosphere, treating children with respect, kindness and understanding, to foster a positive self-image and develop sound relationships between adults and children in which mutual respect is encouraged.

### **School's Attitude on Bullying**

Under no circumstances will bullying of or by children be tolerated.

### **Organisational Strategies and Guidance on Bullying**

- Opportunities should be given in class for children to discuss bullying. (circle time) see also PHSE Policy.
- Victims of bullying will need their self esteem raising through support from adults and peers.
- Bullies need help to satisfy their needs through working alongside others in a non threatening way.
- Non aggressive bullying behaviour should be reported by the teacher and presented to the headteacher.
- The children and parents should be aware of the school's attitude on bullying.
- School and parents must aim to work in partnership with each other to decide strategies to help support individual children.
- Children must never be encouraged to retaliate physically as this only makes matters worse.
- Teachers on yard duty should report any significant incident to the Headteacher and other staff should be aware of these incidents.
- Children should know that there is always an adult in school who they can speak to.

- Victims of bullying should be given strategies to help them cope with bullies during PHSE lessons and assemblies. (see also child Protection policy)

## **What is Bullying?**

There are many definitions of bullying, but most have three things in common:

- \* it is deliberately hurtful behaviour
- \* it is repeated often over a period of time
- \* it is difficult for those being bullied to defend themselves.

Bullying can take many forms but four main types are:

- \* physical - hitting, kicking, taking belongings
- \* verbal - name-calling, insulting, racist remarks
- \* indirect - spreading nasty stories about someone, excluding someone from social groups.
- \* via social media - sharing images (including sexual images);

## **Action**

No incident of bullying should be ignored. All staff should deal with any incident and the headteacher informed. Persistent or serious cases will be dealt with by the headteacher. The headteacher may wish to inform other agencies (Social Services, Behaviour Team, Psychological Services etc.), however, the first contact will be with the parents of both bully and bullied.

The parents and the school will try to work out a programme that corrects the situation.

## **General Guidelines On Dealing With Bullying**

- - Remain calm.
- - Take the incident seriously and act promptly.
- - Think and decide whether action should be private or public.
- - Reassure the victim and offer concrete advice. - Show disapproval of the bullying action, not the bully himself/herself.
- - Encourage the bully to see the victims point of view.
- - Do not punish by acting aggressively.
- - Explain why any punishment is given.
- - Inform colleagues about the incident and decide if more vigilance is needed.
- - Inform parents calmly, clearly and concisely if considered appropriate to do so.
- - Avoid being over-protective towards the victim.
- - Don't assume that the bully is bad, look objectively at the behaviour.
- - Don't hide the incident from parents.
- - Incidents should always be shared with parents.
- - All school staff and Governors need to be aware of the Policy. -

Situations should be monitored over time.

### **A Statement on General Behaviour at Holley Park**

Good attitudes and behaviour in all areas are reinforced by smiles, praise, stickers, showing work to others, giving responsibility, special privileges and certificates. Some are used more frequently than others, as and when appropriate, but all are intended to develop confidence and self worth.

There is a well structured system of rewards for children who work well and behave appropriately. The foundation is established in the classroom using the reward systems outlined above. This can then be extended to the school's Roll of Honour Book. Names are displayed in the book in the foyer and these children are mentioned in Friday's Community Assembly. The certificates of merit can be awarded for academic, behavioural or social reasons. These certificates are awarded at the Community Assembly. Three certificates in a year result in a letter of congratulations being sent home, and the child receiving a special gold award which is displayed in the foyer until the end of the school year. The child also receives a school pen or pencil.

Children are motivated to learn within a stimulating classroom environment, where teaching methods are matched to pupils needs. The high quality curriculum offers breadth and balance reflecting a diversity of cultures, and provides opportunity for achievement and success, enabling children to feel valued.

Circle times and Acts of Corporate Worship are used as part of the PHSE Curriculum and provide opportunity for discussing feelings, resolving conflicts and re-affirming rules which we abide by in school.

Close co-operation between home and school is essential, and links are forged prior to children starting school. Parents are aware of our practice and are encouraged to discuss any concerns with staff. This relationship is vital to the child's well-being and a satisfactory resolution of any problems, ensuring consistency and a shared understanding.

Sanctions are flexible in that they are appropriate to the misdemeanour, taking account of individual circumstances. Standards are, however, consistent throughout the school.

Sanctions are seen as constructive, purposeful and fair, most frequently involving the withdrawal of privileges.

The school encourages sanctions which do not damage relationships or self esteem and avoid whole group punishments. Children must know why an act is unacceptable, know how to put it right and learn from what has happened. They may be asked to write a letter of apology or explain their actions in writing.

Daily i.e. enforcement ensures that all children are made fully aware of the concept of a safe and sensible behaviour code and the reason for its existence.

School rules are based on safe sensible behaviour incorporating good manners, consideration, courtesy and respect for others. Positive attitudes and consistency provide children with good role models, and similarly older children are expected to demonstrate good behaviour to younger children.

A range of sanctions operate when misdemeanours occur. These include; - verbal discussion - teacher and child

- - reasoning with child
- - warning
- - removing privileges
- - class discussion
- - loss of free time under supervision
- - removal from class - temporarily to another class
- - sending child to headteacher
- - sending a letter home to parents - inviting parents in to discuss behaviour - daily report system.
- - confiscation of mobile phones and where necessary, inappropriate images will be viewed and appropriate action taken

Exclusion from school is an available option for an extremely serious offence operated in accordance with DfE guidance. The use of this sanction would be severely restricted and would involve Governors.

## **Inclusion**

"All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential". DfE 2001 (Inclusive schooling)

The school is committed to a policy of inclusion and will actively seek to remove the barriers to learning and participation that can hinder or exclude pupils.

## **Behaviour Policy.**

### **Appendix to policy. Procedures for management of pupil behaviour.**

At Holley Park we have agreed the following:

- Clearly stated forms of behaviour, which are unacceptable to everyone in school and community at large.
- Strategies which can be used as sanctions but which are seen by all as being both consistent and fair.

## **Unacceptable behaviour**

The active involvement of all staff in the management of pupil behaviour is crucial to the success of the school system. Advice and support should be sought from colleagues and referrals made; however, responsibility for a pupil cannot be delegated. It is important that **accurate records are kept** (appendix 2- incident record- blue) of incidents of unacceptable behaviour and action taken.

The following procedure guidelines presuppose an increase in the level of misbehaviour:

LESS SERIOUS- IRRITATING INCIDENTS PERSISTENT HABITUAL SERIOUS -  
DISRUPTIVE BEHAVIOUR

In the case of difficulty advice and support is always available. As the level of unacceptable behaviour increases the following referral structure should normally be followed:

CLASS TEACHER TEAM MANAGER ( TLR) DEPUTY HEADTEACHER

HEADTEACHER

e.g. lateness, bad manners, excessive noise, disorderly in class, disorderly in building, untidy work, rough play, misuse of school resources, spitting/swearing.

- Dealing with irritating incidents is the responsibility of the duty staff and /or class teacher.
- Adopt Holley Park no shouting policy (i.e. no raised voice).
- Adopt Holley Park internal strategies e.g. using internal phone

system, discussion with team leaders and colleagues re: strategies

to be used.

- At no point should a pupil be:

### **1. Less serious misbehaviour**

1. a) made to sit on the floor, as punishment and excluded from the group/class.
2. b) Sent out of a classroom to sit outside in the corridor and be excluded from the group/class.
3. c) Sent to another teacher without prior arrangement.

### **2. Persistent misbehaviour**

e.g. persistent lateness, poor work ethic, rough play/fighting, disorderly in class, temper tantrum

- As the misbehaviour becomes more persistent, support should be sought from the Team Manager (TLR). The team manager should be kept informed and involved as necessary. A standard letter is available to invite parents to a consultation meeting.

### **3. Habitual behaviour**

- Where misbehaviour becomes habitual the class teacher in consultation with the team manager should formally inform parents so that close monitoring of the pupil can be linked with parental support. The senior management team should be kept informed, minutes of meetings with parents and incident sheets should be given to SMT.
- At this point a weekly report sheet (**appendix 3**) may be used by the class teacher to record the child's behaviour and reporting this to parents.

### **4. Serious misbehaviour**

- All incidents of serious misbehaviour should be reported to the senior management team. Parents will be involved.
- Continuing serious breaches of discipline will result in governor involvement leading to formal exclusion procedures. Accurate recording of meetings and incidents must be kept.

1. **Disruptive behaviour**- the continual and deliberate disruption of school life and school routines.

2. **Deliberate damage to school property**- deliberate damage and vandalism to school property by breaking or removing items and graffiti.

### **3. Serious misbehaviour- • Physical harm**

Deliberate non- accidental/premeditated physical assault on another person

#### **• Bullying**

The systematic abuse mental, physical or both directed by child(ren) towards individual(s). (**see anti bullying policy**)