



Every child is a learner and can achieve

POLICY TITLE: Behaviour Policy		
COMPILED BY: Philippe Greetham	DATE APPROVED: 24.03.22	DATE TO BE REVIEWED: 24.03.23

Introduction

At Hoyle Court Primary School, we are committed to enabling all children to be safe and able to access learning in school.

Hoyle Court prides itself on being an inclusive school that meets the needs of a range of children. We are committed to establishing a high standard of behaviour throughout the school. The staff at Hoyle Court Primary School see this policy as a positive, planned set of strategies to manage and be effective in creating a warm and caring learning environment.

All staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. Our three key rules are:

"READY, RESPECTFUL & SAFE".

We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe. This is what they think:

- ✓ We are **READY** to learn – we arrive at school on time, we have our equipment ready and we show that we are listening
- ✓ We are **RESPECTFUL** – we are respectful of other peoples' values and beliefs, we listen when others speak and we respect the property of our friends and the school.
- ✓ We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves and others safe.

Aims

- We will be ready, respectful and safe.
- We will promote wellbeing by providing a safe, caring and supportive environment for every member of our school community.
- We will create an atmosphere where children can become well rounded, self- disciplined, respectful, moral and caring.
- We will praise and reward positive attitudes to behaviour.
- We will support children to make good choices and put suitable sanctions in, if poor choices are made.

At Hoyle Court our emphasis is on positive behaviour and reinforcing this, rather than focusing on negatives. These rewards are aimed to motivate and help children to make the right choices. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour in a solution focused response.

Rewards

When managing behaviour, the primary focus should always be on positive reinforcement. Rewards need to be frequent, consistent and sure to happen in order to be effective. At all times, adults should be looking for opportunities to reinforce appropriate behaviour – 'Catch them doing something good!'. These procedures are based on the basic principle of: Public Praise; Private Disappointment (consider an approximate ratio of 3 : 1). The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We reinforce positive behaviour in a range of ways, these include: regular and precise verbal praise, dojos, dojo of the week, champion learner of the week, stickers, headteachers awards, phone calls home

A Restorative Approach

At Hoyle Court Primary School we believe that setting high standards for behaviour is an integral part of having positive attitudes to learning and raising attainment. We pride ourselves on being a restorative school. We feel our restorative approach (RA) is imperative to whom we are, and that this permeates all areas of our school life. This approach is at the foremost of our community members (pupils, staff, parents, carers, governors, visitors etc.) Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

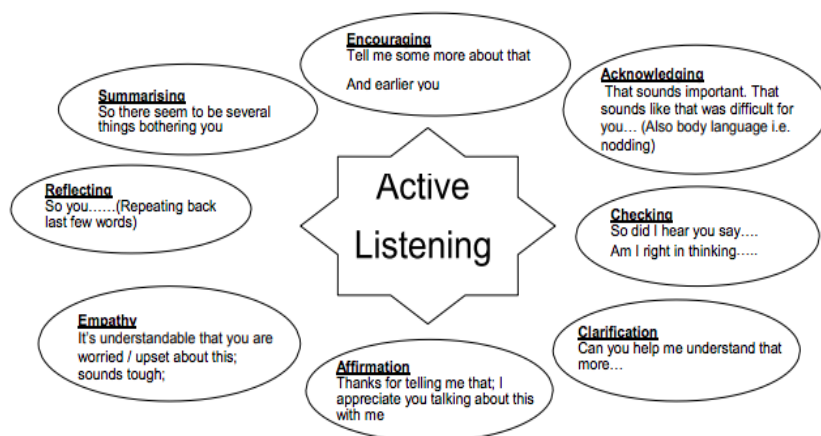
What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. All staff working within our school use active listening skills when dealing with a conflict. This is shown below:



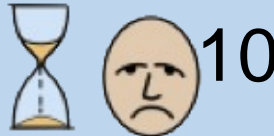




Sanctions

- All sanctions at school are underpinned by the restorative approach and restorative conversations will be held across all stages.
- All sanctions have been developed in consultation with the pupils at school and the 4 steps are displayed in each classroom across the school.
- Sanctions need to be consistent and followed up in order to be effective.
- Sanctions are to be used in the classroom and throughout school.
- If a pupil reaches step 3 or step 4 then parents will be contacted.
- In rare circumstances, reasonable force may be used to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms.

At Hoyle Court Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviours. This is dependent on the age / stage / understanding of each child. Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are decided with restoration at the forefront.

Adults should use their professional judgement when supporting a child to restore the issue and reasonable adjustments can be made, particularly with vulnerable children or children with SEND.

<u>Steps</u>	<u>Behaviours</u>	<u>What might happen?</u>	<u>Visual support</u>
Steps to success	<ul style="list-style-type: none"> ➤ Listening to adults ➤ Being polite ➤ Ready to learn ➤ Trying your best ➤ Hands up ➤ Hoyle Court values – Respect, Responsibility, Resilience, Teamwork and Kindness 	<ul style="list-style-type: none"> ➤ Praise ➤ Dojo points ➤ Champion learner ➤ Champion dojo ➤ Feeling proud ➤ Postcards home ➤ Phone call home 	
Step 1	<ul style="list-style-type: none"> ➤ Not on task or avoiding work ➤ Disrupting others in the classroom ➤ Not following instructions 	<ul style="list-style-type: none"> ➤ Teacher will give pupil a reminder ➤ Teacher will give a pupil a warning that it will move to step 2 	
Step 2	<ul style="list-style-type: none"> ➤ Repeatedly disrupting others ➤ Continuing any of the Step 1 behaviours ➤ Displaying disrespectful behaviours 	<ul style="list-style-type: none"> ➤ Time out in an area of the classroom or another classroom if necessary – 10 minutes 	
Step 3	<ul style="list-style-type: none"> ➤ Swearing ➤ Being rude or shouting ➤ Constant disruption to people or learning time ➤ Continuing Step 2 behaviours ➤ Leaving the classroom without asking permission. 	<ul style="list-style-type: none"> ➤ Pupils to miss 15 minutes of break 	
Step 4	<ul style="list-style-type: none"> ➤ Continuation of Step 3 behaviours ➤ Leaving school grounds ➤ Physically hurting someone on purpose ➤ Immediate danger to themselves or others ➤ Significant damage to property ➤ Bullying ➤ Racism 	<ul style="list-style-type: none"> ➤ Member of Senior Leadership Team to be contacted. ➤ Child to spend time in SLT office (break and lunch) ➤ Parents to be contacted the same day. ➤ Internal exclusion ➤ External exclusion 	

Internal exclusion can be used to exclude pupils to enable pupils a longer amount of time to reflect on their behaviours. This decision is made by a member of the Senior Leadership Team at stage 4 and may vary in where, when and for how long.

External exclusion for serious incidents. This is likely to be a behaviour that has caused significant harm or damage. The school reserves the right to exclude any pupil for a fixed term without using the above consequence process.