



Hoyle Court Primary School believes that every pupil is a learner and can achieve.

POLICY TITLE: Behaviour Policy		
COMPILED BY: Tim Phillips	DATE APPROVED: 20.7.18	DATE TO BE REVIEWED: 20.7.21

Our Values Statement

- 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 also believe that good manners, good behaviour, respect and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that we have a duty to help the pupils of Hoyle Court School to nurture these qualities and values during their time with us.
- We also believe that an appropriately structured and creative curriculum and high standards of teaching and learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
- At Hoyle Court Primary School we focus on generating and nurturing positive behaviour through a range of specific, targeted whole class teaching and learning activities, such as circle time, PSHCE, SEAL, as well as specific social and emotional interventions.
- As adults throughout the school, we continue to model co-operative and respectful conduct and attitudes, supporting all children in their learning journey through the school, to develop positive and successful relationships and sense of citizenship and belonging during their time with us at Hoyle Court.

The Principles of Effective Behaviour Management

- Hoyle Court Primary School's Behaviour Policy has been written to reflect Department for Education guidance, notably, 'Behaviour and Discipline in Schools; Advice for Headteacher's and School Staff, January 2018 which outlines effective practice.
- All behaviour is communicating an unmet need. There is always a 'trigger'. Poor behaviour usually fulfils a purpose: "Look at me", "Ignore me", and "Affirm how I am feeling". Understanding children motivations in the way they behave is key to nurturing positive behaviour.

To support this approach and the effectiveness of this policy, we base our daily work on **the 5 R's**

- Rules
- Routines
- Relationships
- Responsibility
- Respect

The Role of Children

- Paramount to our approach in nurturing positive behaviour is our belief in the principle of empowering children to manage their own behaviours. Children are expected, with our support, to understand and respect the behaviour expectations shared across the school. They are helped to demonstrate positive behaviours towards each other (e.g. praising success of others in class) and to become skilled in the ways and means by which to take responsibility for their actions.

The Role of Adults

The adults at Hoyle Court Primary School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as our example has an important influence on the children. As adults we aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within a group.
- Promote through example, honesty and courtesy.
- Provide a caring and effective learning environment.

- Encourage relationships based on kindness, respect, and understanding the needs of others.
- Ensure respect and fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- Have high expectations of all children at all times and ensure the Hoyle Court Way is followed and adhered to.

The Role of Parents/ Carers

- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and school. A statement of The Hoyle Court Way and the school's values are shared with parents/carers and we expect parents/carers to read these and support them. We expect parents/carers to support their pupil's learning and to co-operate with the school as set out in the home/school agreement. We work to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their pupil's welfare or behaviour. We also encourage parents to speak to staff through our open door policy.

The Hoyle Court Way

- Hoyle Court Primary School takes pride in and works hard to preserve, the strong sense of community amongst the children and adults at our school. To reflect this, we have developed an overarching set of principles which everyone at the school is to expect of themselves and of each other.
- These are whole school principles, which have been drawn up by the children, in consultation with parents/carers and all staff working at Hoyle Court
- We have also identified serious behaviours that we believe have no place within our school or the society outside school for which we are preparing our children. In these instances pupils should be seen by the DHT/HT. The list below is not exhaustive.
- 'The Hoyle Court Way' will be strongly and consistently promoted through; assemblies, PSHCE lessons, discussions with children through their behaviour choices, through regular revisiting with classes within the first week each half-term as a minimum, through class and shared area displays using consistently the following icons and language. An agreed format of signage will be used in all instances in order to create a highly consistent message through school.

THE HOYLE COURT WAY				
WE ALWAYS				
				
Behave kindly and honestly	Listen to each other	Work hard and try our best	Respect each other and our environment	Keep everyone safe
What does this look like?				
We help each other	We do as we are asked first time	We try our best	We say please, thank you and excuse me	We keep our hands and feet to ourselves
We share things and include everyone	We look at the person who is talking	We are resilient	We speak nicely to everyone	We walk in school at all times
We tell the truth	We treat other people how we would like to be treated.	We take pride in our work	We treat all property with care	We work and play well together
WE NEVER				
Hurt other people on purpose or fight	Answer back to people in a rude way	Give up without trying	Use rude language or gestures	Put ourselves or others in danger

Rewarding Positive Behaviour

- Pupils are expected to follow our 'Hoyle Court Way'. However we recognise that praise and encouragement are more effective in promoting good behaviour than reprimands and sanctions.
- All adults at Hoyle Court Primary School appreciate the need for children to be intrinsically motivated to behave well, and readily make use of verbal praise to this end. Children themselves are encouraged to praise their peers.
- Adults will give rewards to the 'silent majority' and those children who consistently meet the expectations set out in The Hoyle Court Way (known in school as our 'Always children') as well as those children who 'stand out'.

- In addition, an emphasis on 'trying hard' will be 'threaded through' all rewards; the focus being on increased and / or sustained effort in learning, behavior or other areas opposed to attainment per se.

We promote good behaviour through a range of reinforcements which reinforce expectations against our Hoyle Court Way e.g. recognising achievements in learning, attitude to learning and school in general, improvements in behaviour. This includes:

- Sincere and timely verbal praise
- Positive comments written in homework diaries (KS2) and reading record books (KS1)
- Stars of the week chosen weekly by the Class Teacher,
- Sharing a pupil's successes with parents at the end of the day or via a telephone call
- Praise postcards from all members of staff including from Head Teacher / Deputy Headteacher
- A visit to the Headteacher's office for praise and a Headteacher Sticker.
- Our weekly Achievement Assembly regularly provides opportunities for praise and recognition of positive behaviours; indeed the focus of these assemblies is to act as a whole school community celebration of children's achievements.
- Each half term pupils in each class get to vote for their class 'Hoyle Court Hero'. This is the pupil who the class thinks has set the best example of following the Hoyle Court Way. The Headteacher/Deputy Head will make a special visit to the pupil's home to present a certificate.

Responding to Unacceptable Behaviour

- Behaviour management begins at classroom level by establishing respectful relationships with all pupils with a positive and proactive approach. For the majority of our pupils a gentle reminder of the 'Hoyle Court Way' is all that will be needed. Pupils who continue to make the wrong choice must know that they are responsible for their choices. Staff will make it clear to the pupil in what way they have not behaved the Hoyle Court way and link sanctions to it calmly.

We aim to pre-empt unacceptable behaviour and respond in ways which stops such behaviour escalating. This could include:

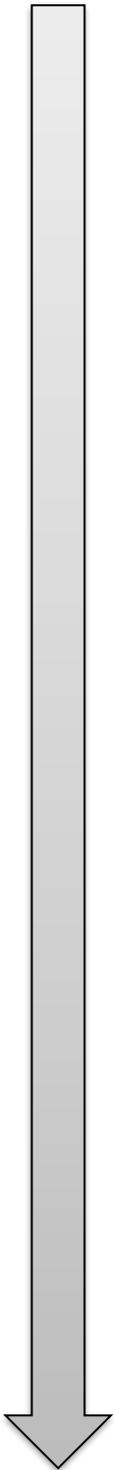
- Redirection to another task
- Non-verbal strategies(e.g. use of body language, facial expression)
- Reminder of the Hoyle Court Way
- Gentle encouragement
- Sitting with teacher/support assistant or other adult to complete learning
- Sitting in another part of the room to complete learning but still within the lesson
- Peer led approach – changing groupings, encourage positive pairings

However, when a pupil makes an unacceptable behaviour choice, a pupil's age and stage of development must always be taken in to account when deciding what is acceptable/unacceptable from an individual pupil, and will very often be down to professional judgement, that said, the following are behaviours that are universally considered unacceptable at Hoyle Court Primary School:

- **Physical:** hitting, biting, shaking, scratching, pushing, shoving, pinching, punching, tripping, poking, slapping, spitting, throwing things, or the threat of the above.
- **Verbal:** name calling, racist/sexist remarks, shouting, swearing, argumentative answering back, squabbling, or the threat of the above.
- **Emotional:** sarcasm, putting down, emotional threat or manipulation.

- **Personal and Property:** invasion of pupil's space or privacy, taking things from others or what does not belong to you, damage to school equipment, making a mess and leaving it.
- **Electronic:** sending inappropriate and abusive messages electronically (e.g. via text, social media, email). This may include such activity outside of school hours, this being in line with Dfe guidance. (See also our E-safety Policy)
- Department for Education guidance, Jan 2016 states; "When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the school's behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents."
- Where a pupil fails to meet behaviour expectations, then the following staged levels of sanctions are to be taken. Sanctions will be carried out in step order unless there is a severe incident which results in the pupil's immediate removal from the classroom and dismissal to the Head Teacher/member of Leadership Team.
- We encourage and support children in finding the means by which to make amends for their negative behaviour and thereby be able to move back off the stepped sanction process.
- If a sanction has resulted from a pupil refusing to complete learning or from working in a clearly unsatisfactory way, this may be completed or repeated during time out with the Key Stage Leader, Deputy Headteacher or Headteacher.
- Each incident will be treated on an individual merit with any final decision being made by the Head teacher/ Deputy Head teacher and in his/her absence the Assistant Headteacher.
- Before adults take the route of applying the following sanctions, all children are given the opportunity to make the right choice. For minor incidents and not adhering to the 'Hoyle Court Way', children firstly receive a **reminder** of what the right choice is (linked to 'The Hoyle Court Way'). If a child further continues to display unacceptable behaviour, adults may issue a **'warning'**. Further to this, cautions are issued.
- It is important that at each stage, an adult will consistently use the language of 'reminder', 'warning', 'caution', time out etc.
- It is recognized that for the vast majority of children the use of reminders and warnings are sufficient in addressing unacceptable behaviour.

Graduated Response to Unacceptable Behaviour

	Level	Nature of sanction	Given for
	Reminder	A reminder to follow the Hoyle Court Way.	<ul style="list-style-type: none"> Not following the Hoyle Court Way in minor ways
	Warning	Warning that a 'caution' will be given	<ul style="list-style-type: none"> For continuing to not following the Hoyle Court Way in minor ways
	Caution	Verbal reprimand	<ul style="list-style-type: none"> Low level disruption of learning / ignoring instructions Damaging property on purpose Minor incidents when not following The Hoyle Court Way (Parents not informed unless pupil is repeatedly receiving cautions)
	Time out (in class if during lesson time) stood with a Lunchtime Supervisor if at dinnertime	3 minutes (KS1) 5 minutes in (KS2)	<ul style="list-style-type: none"> Continuing low level disruption of learning / ignoring instructions Damaging property on purpose Minor physical incidents
	Time out with Head of Key Stage	1 hour or full am / pm session depending on gravity of incident)	<ul style="list-style-type: none"> Swearing / aggressive language Damaging property on purpose / theft More serious incidents at lunchtimes For repeated cautions / time-outs at lunchtimes (escalated behavior) OR for two time outs in a week (parents informed same day)
	Sent to the HT / DHT for dinnertime	Loss of dinnertime	<ul style="list-style-type: none"> Serious physical assault on any member of the school community Leaving school grounds without permission Fighting Bullying in any form Hate incidents (e.g. homophobic, racist language) OR for being sent to a Key Stage Leader two times in week (parents informed same day)
	Sent to the HT / DHT for internal exclusion	Internal exclusion (half or full day depending on gravity of incident)	<ul style="list-style-type: none"> If a more serious incident involving the above warrants a more robust response. Sent to DHT / HT two times in week (Parents informed same day)
	<ul style="list-style-type: none"> Fixed-term/ permanent exclusion See school's Exclusion Policy Parent and Local Authority informed in writing 		

Use of Cautions

- A clear caution directed at the pupil making them aware of their behaviour clearly outlining the consequences making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.
- This step is recorded by an adult on the class tracking sheet which is *only* completed at the end of a session so as not to negatively impact on learning and behaviour within the classroom.

Use of Time Out

- A 3 minute egg timer (Rec/ KS1) or 5 minute egg timer (KS2) will be used. The child will leave the classroom and go to an appropriate location depending on the time of day and staff in class (usually a parallel classroom in the same year group). In Reception and Year 1 the pupil will go to a 'thinking area' within the classroom.
- The pupil should not be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement and if it is felt necessary the pupil may be escorted to the time out classroom. This will depend on the child's age and level of understanding.
- Work should not be taken to time out – this time is intended to be for reflection on behaviour. This is not the time for the adult and pupil to discuss the incident.
- At the end of timeout the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a parallel class for the remainder of the session.
- Refusal to engage with the time-out process may result in the pupils being placed in an internal exclusion within school (with the Headteacher / Deputy Headteacher). In this instance the parents/carers will be informed and may be expected to come into school to support with the management of their pupil's behaviour.
- As part of our restorative approach to behaviour management, **the adult sending the pupil to time out** will meet the pupil, as soon as it is practical, to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.
- All incidents need to be recorded and transferred onto CPOMS
- For the vast majority of pupils time out provides an opportunity for them to reflect upon their behaviour and make the changes necessary to bring their behaviour in line with the way that we are expected to behave in our school. They are then able to return to class and return to their learning. Adults will need to take a moment to repair trust and separate behaviour from character of the pupil. 'I like you, I don't like the behaviour' is a consistent message that needs to be echoed regularly.

Restorative Practice

- At Hoyle Court we know that restorative practice for more challenging behavior works. We also recognise that minor issues can be dealt with swiftly and efficiently by refocusing pupils. Wherever possible, we adopt the 5 'Magic questions' approach to behaviour management whereby children are supported in taking responsibility for their behaviour.
- This approach follows a series of questions which enables children to be aware of what they have done, the impact of their behaviour and how it is therefore unacceptable (in that it breaks the Hoyle Court Way and how their behaviour affects other people), what the consequences of their behaviour are (i.e. the sanctions that would be followed), and the choices that they have available to them, to amend their behaviour. It therefore empowers

children to take responsibility for their behaviour and to make choices about what they do next.

The magic questions to be offered to children who are behaving unacceptably:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who else has been affected by this?
5. What do you need to do now so that harm can be repaired?

Responding to Longer-term Behaviour Issues

- 'Report Cards' will be used and will be reviewed between the Key Stage Leader and pupil once a day, so as to discuss in detail behaviour choices made by the pupil and praise positive choices. Children are expected to reach the target(s) agreed with their class teacher for that week. If this has not been met a further week of use of the report card will be implemented and reviewed twice daily by the Deputy Headteacher and pupil. If the target remains unmet, the child is placed on report for a third week, with all four daily learning sessions reported to the Headteacher by the pupil. Parents are expected to be involved in this process and provide feedback to the child on a daily basis to support the work of the school. (See Appendix).
- If pupils are repeatedly reaching high level classroom sanctions the SENCO will support class teachers to create a behaviour plan. Parents/carers are expected to support school with this.

Use of Exclusion

- The ultimate sanction is exclusion. The decision to exclude temporarily (less than 5 school days) is taken by the Headteacher and the school's Leadership Team in most circumstances, in order for the school to review current provision for the pupil and adapt this if necessary. A range of factors will be carefully taken into consideration when choosing to exclude a pupil or not. In accordance with Dfe statutory guidance, it is not seen as or used as a sanction in its own right.
- Permanent Exclusion is made in agreement with the Governing Body should an exclusion be permanent or fixed-term for longer than 5 school days.
- See also the school's 'Exclusion Policy'.

Use of Physical Restraint

- There may be rare instances when a pupil's behaviour requires physical restraint in order to keep themselves and others safe. Hoyle Court Primary School's Positive Handling Policy outlines our position on this.

Supporting the Teaching of Behaviour

- Pupils will be taught to treat others well and be respectful, through assemblies, PSHCE, circle times, RE and within day to day role modelling.
- All staff are expected to set and expect high standards of behaviour at all times.
- Pupils will be taught to be polite, respectful, well-mannered and have personal discipline through assemblies, PSHCE, through our school drivers and directly through behavior teaching.
- Pupils are held responsible for their behavior. Staff will deal with behavior without delegating this responsibility, unless in rare instances there is good reasons to do so. Where a member of staff needs further support with a behavior issue school leadership will not deal with the pupil remotely but provide support and agree a plan of action help and support.

- It is the class teacher's responsibility to involve parents at an early stage where a pupil is experiencing problems with behavior. The SENCO/SLT will become involved if the problem persists.
- The SENCO will provide advice on specific interventions to help support the behavior of identified pupils.
- When there is a serious problem with a pupil's behavior the SENCO will, where appropriate and with the agreement of parents involve outside agencies.
- In extreme cases, a pupil's bad behavior or failure to respond to help, support and other sanctions may result in the pupil being excluded from school by the Head teacher in accordance with the Local Authority Guidelines.

Special Educational Needs

- Children who are named on the school's SEN register, as having 'social and emotional' needs will receive appropriate support and monitoring. A differentiated approach to meeting children's needs will be carefully considered for those children whose needs meet professionally set criteria as set out in the Special Education Needs Code of Practice.
- Outside agencies will be brought in to provide advice on children who are displaying challenging behaviour as a result of their needs. This advice usually takes the form of behaviour management strategies for teachers/teaching assistants/parents and the situation will be reviewed regularly in school.
- The needs and provision for children with an Education Healthcare Plan who display challenging behaviour will be reviewed annually at a formal meeting, which will be attended by representatives from appropriate professional bodies who support the school in its work with that pupil. Parents also attend these review meetings.

Some pupils with SEND may have a behaviour plan. Class teachers are responsible for the behaviour plan with the full support of SENCO/SLT

Recording and reporting Incidents

Sanctions Categories for Recording on CPOMS					
1	2	3	4	5	6
Low level disruption of learning / ignoring instructions	Minor physical	Swearing / aggressive language	Damaging property on purpose / theft	Major physical / Fighting (*assault which leaves a mark on the body)	Other (please specify)

- Incidents are recorded on the same day as the incident occurred on the school's reporting system 'CPOMS'. Adults choose the most suitable category of incident (as detailed in the above table), for the purposes of data analysis and reporting to Governors. 'Reminders' and 'Warnings' are not recorded as this recognises that if a pupil's behaviour has not escalated beyond a caution, they have made a positive choice and amended their unacceptable behaviour accordingly. Cautions and all other sanctions are recorded.
- The Deputy Headteacher / Headteacher will analyse patterns of positive, as well as unacceptable behaviour for classes, year groups, and for specific groups within school e.g. SEN, girls / /boys, 'new starters'. This will include ensuring the electronic behaviour log is kept up to date and other aspects of the Behaviour Policy are being consistently applied.
- Informal feedback and formal consultation (e.g. questionnaires) will be used with parents, staff and children to support the school's views on the implementation and effectiveness of the policy.

- A termly report will be made to the Governing Body of instances of unacceptable behaviour and will be discussed with Governors to ensure the school policy is being implemented effectively and is having a positive impact on behaviour.
- All incidents involving prejudicial behaviour and language (e.g. racist or homophobic language) must be reported to the Headteacher and subsequently reported to the Governing Body and Local Authority.

General Guidance

- Each new session during the day presents an opportunity for children to have a 'fresh start' and each new day also. As much as is feasibly possible all behaviours incidents are dealt with on this same day as any behaviour incident occurred. (This may not however be possible in all circumstances e.g. when imposing an internal exclusion).
- Adults will respond to incidents calmly without becoming angry or upset. They will refer directly to the Hoyle court Way and consistently follow the procedures set out in this policy.
- Adults will respond to each incident fairly through listening carefully and 'hear both sides of the story'.
- If after extensive effort, an adult cannot ascertain the details of an incident they will then make it clear what the consequences of observing that incident would be *should* it happened again.
- Adults will not give extrinsic rewards to individual pupils or classes without the prior permission of the Headteacher.
- Addressing unacceptable behaviour should never seek to purposefully belittle a child in any personal way e.g. by responding to their appearance, home life, etc.
- Adults will never physically reprimand a child in any way and under any circumstances. Any such actions will be dealt with in the strictest manner according to the school's Staff Code of Conduct and the Governing Body will be informed with immediate effect.

Hot Spots' for potential unacceptable behaviour may include:

- Unresolved conflict
- Transition (e.g. between lessons or lunchtimes)
- Outside influences (home, friendship issues)
- Tidying up
- Toilets / cloakrooms at busy times
- Lining up
- 'Carpet time'

Appendix: Report Cards

Report Card (week 3)				
My Name is:				
My Target is:				
	Session 1`	Session 2	Session 3	Session 4
Monday	  	  	  	  
Tuesday	  	  	  	  
Wednesday	  	  	  	  
Thursday	  	  	  	  
Friday	  	  	  	  
<u>Friday Review: School comments</u>				
<u>Friday Review: Home comments</u>				
<u>Friday Review: Pupil Comments</u>				

Report Card (week 2)

My Name is:

My Target is:

	Morning	Afternoon	Comment
Monday	  	  	
Tuesday	  	  	
Wednesday	  	  	
Thursday	  	  	
Friday	  	  	

Friday Review: School comments

Friday Review: Home comments

Friday Review: Pupil Comments

Report Card (week 1)

My Name is:

My Target is:

		Comment
Monday	  	
Tuesday	  	
Wednesday	  	
Thursday	  	
Friday	  	

Friday Review: School comments

Friday Review: Home comments

Friday Review: Pupil Comments

This policy complies with Sect. 89 of the Education and Inspections Act

(1) The head teacher of a relevant school must determine measures to be taken with a view to

- (a) Promoting, among pupils, self-discipline and proper regard for authority
- (b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) Securing that the standard of behaviour of pupils is acceptable,
- (d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education
- (e) Otherwise regulating the conduct of pupils

(2) The head teacher must in determining such measures

- (a) act in accordance with the current statement made by the governing body under section 88(2)(a), and (b) have regard to any notification or guidance given to him under section 88(2)(b).

(3) The standard of behaviour which is to be regarded as acceptable must be determined by the head teacher, so far as it is not determined by the governing body.

(4) The measures which the head teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6) The measures determined by the head teacher under subsection (1) must be publicized by him in the form of a written document as follows— (a) he must make the measures generally known within the school and to parents of registered pupils at the school, and Education and Inspections Act 2006 (c. 40)