



Behaviour Policy

Committee Responsible	C&S
Member of School Staff Responsible	Miss Z Loosemore and Mrs C Hartley
Review Frequency	Every 3 years
This Version Dated	November 2024
Next Review Due	November 2025

Rationale

The aim of this policy is to promote good relationships, so that everyone in the whole school community can work together with the purpose of helping everyone to learn. We strive to achieve for every member of the school community to feel valued and respected and that each person is treated fairly and well. We believe that positive relationships are the key to this success. Our school Behaviour Policy supports the way in which we can promote an environment where everyone feels happy, safe and secure.

Aims

- To create a calm, purposeful learning environment for all children to enable them to grow academically, socially and emotionally
- To have a consistent whole school behaviour policy supported and followed by the whole school community, based on shared values
- To foster caring attitudes and prevent bullying
- For children to achieve self-discipline and encourage in children a respect for themselves and others
- For everyone to be aware and conscious of the rights for themselves and others
- For everyone to feel valued, feel respected and all treated well
- To promote a high standard of behaviour that extends beyond the school gate

Objectives:

- To support children's Social, Spiritual, Moral and Cultural development through participation and co-operation with others
- To recognise that good behaviour is best promoted by praise, positive actions and rewards which are consistent and fair
- To develop in pupils an acceptance and recognition of their responsibilities for their own decisions and actions
- To ensure pupils are provided with good role models across the whole school community - To encourage children to work to the best of their ability in order to achieve success and feel a sense of pride
- To develop respect and tolerance for others' ways of life and different opinions
- To establish clear expectations which are understood and accepted
- To work with parents to promote a culture of positive behaviour

Principles

Staff will:

- Promote and reward good /positive behaviour
- Treat all pupils equally
- Always do everything possible to support and guide pupils to 'make the right choice'
- Have a responsibility to model high standards of behaviour
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies
- Deal sensitively with pupils in distress, listening to them and dealing with any incident appropriately
- Play an active part in building a reflective and outward looking school community

It is the responsibility of those running the school to:

- Ensure that there are regular opportunities for professional development training on behaviour strategies for all staff who have regular contact with pupils

Pupils will:

- Treat others as they would like be treated i.e. fairly and with tolerance and respect for others' views and rights
- Accept responsibility for their own choices and actions

- Have their achievements recognised and celebrated
- Have assemblies as an opportunity to acknowledge achievements and to foster a sense of community
- Have opportunities to display their work and achievements in classrooms and around the school

School Community Values

Our school community values are unique to our school as they have been chosen by parents, staff, governors and children. We all believe that these values will support the personal, social and emotional development of every child in our school. We also believe that through working in partnership with the school community we share the responsibility together in supporting each child.

- **Honesty**
- **Kindness**
- **Equality**
- **Respectfulness**
- **Resilience**

We strive to share, encourage and model our values with our children to prepare and support their development at Hiltingbury and for their future.

Racist remarks/abuse

This behaviour will not be tolerated; all incidences will be recorded and reported to the Local Authority (in accordance with guidelines). Racist behaviours are offences under the criminal law and pupils who persistently fail to respond will be supported to improve behaviour through education and exclusion if necessary.

Pupil voice

At Hiltingbury Junior School we believe that listening to the views of children and value the opinions of all our children.

To help facilitate this each class has weekly reflection time where children can discuss moral dilemmas and concerns. Through this they can develop strategies to support their emotional and social wellbeing. Children are also able to share their concerns through the use of the class listening boxes.

We have an active School Council, voted for by the children and they are involved in many aspects of school life linked to teaching and learning. We also have a Wellbeing Ambassador group who take the lead on supporting children with their mental wellbeing.

Our House Captains are also a key pupil voice group and they are nominated by their Teachers for being role models in demonstrating both our school community values and learning values. At lunchtime we also have Junior Play Leaders and Lunchtime Supervisors who provide opportunities for pupils to mix and to encourage awareness of the needs of others. In particular, pupils are encouraged to develop a caring, nurturing and co-operative nature towards others.

Collective Worship

Collective Worship is held daily and provides the children with opportunities to reflect upon moral dilemmas and to share supportive messages and expectations.

Reward systems

At Hiltingbury Junior School we have a range of daily reward systems which promote individual good behaviour including:

- A whole school reward chart which rewards children in recognition of their behaviours linked to our school learning values and school community values
- Positive praise
- Stickers
- Headteacher awards
- Postcards and phone calls home
- Individual class awards

We also have weekly and termly awards including:

House Points

The Hiltingbury Junior School scheme is based on house points through which individual children can be rewarded for academic and non-academic achievements, for example, being kind or demonstrating great reflection skills. These will be recorded on the class reward chart and house points at the end of the day will be transferred onto the House point chart. House points contribute toward a whole house total, with the highest scoring house each term being rewarded. All members of staff also belong to a house. They will work to run house events throughout the year.

Celebrating school values

Individual certificates, celebrating achievements based on the Hiltingbury WECARE learner, are awarded weekly during Friday's Celebration Assembly.

At the end of each term during the school's Celebration assembly one child from each year group will be awarded a certificate for being a role model in displaying one of the school community values consistently across the term. There will be one child in each year group nominated for each school value of; Honesty, Kindness, Respectfulness, Equality and Resilience.

Hiltingbury Junior School – BEHAVIOUR POLICY

Trophies

We celebrate children's Musical and Sporting achievements and talents through awarding two trophies at the end of the year for Music and PE for both upper and lower school. These awards are nominated by staff and celebrated in our end of year assembly.

Consequences

If there is a need for a consequence for a child's actions we will be consistent in our approach and support children in understanding what this will be and why. We will also support them in their

understanding of how they can positively move forward.

Each class has their own behaviour chart with each child's name (written on a peg) starting at the beginning of each day in the same place. The children have the opportunity to move up the chart representing a positive reward.

Behaviour log

- If a child is making the wrong choices with their behaviour, they will receive a reminder about the positive behaviours expected
- Secondly a child will receive a mark on the behaviour log
- For a third incident, the child will receive a second mark on the behaviour log and be sent, along with their work, to their partner class (or member of the Senior Leadership Team). Where this is needed, the child will have a restorative conversation at lunch time. Parents will be contacted.

The consequence will be appropriate to the particular incident and the circumstances surrounding the incident, as well as the child's individual age/stage of emotional or social development..

Staff will keep a track of behaviour using the behaviour log and CPOMS - support and training will be provided to staff by the Deputy Headteacher and Headteacher.

Lunchtime Supervision

At lunchtime the Senior Supervisor and a team of Supervisory Assistants carry out supervision and follow the same expectations as all staff for positive rewards and consequences. Repeated minor problems may result in the child being asked to take some time out and reflect on the situation, with the opportunity to talk through their actions.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Senior Leadership Team. Communication with Teachers is key with both positive behaviours and poor behaviour choices being shared at the end of lunch. These are then applied to the class behaviour log. Serious incidents will be recorded by the Senior Supervisor and uploaded onto the school's recording system CPOMS.

Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can depend on full support in dealing with their child's behaviour. All parents are asked to sign a Home School Agreement when their child starts at the school including:

- Keeping us informed of behaviour difficulties children may be experiencing at home
- Informing us of any issue which may affect their child's performance or behaviour at school e.g. problems with medication, a death in the family, changes of family circumstances
- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school values with their child, emphasising their support of them

- Attending Parents' Evenings and parents' events

Exclusions

At Hiltingbury Junior School we follow the Hampshire County Council & DFE guidelines relating to exclusions.

Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and sustained disruptive behaviour in class.

This type of behaviour is rare and is dealt with by the Senior Leadership Team.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Senior Leadership Team as to future conduct
- Withdrawal from the classroom for a fixed period
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- An Individual Behaviour Management Plan is drawn up
- A case conference involving parents and support agencies

- If the problem is severe or recurring then temporary or permanent exclusion procedures are implemented
- Temporary or permanent exclusion is in line with County procedures
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB: Depending on the nature and severity of the incident, steps may be missed out accordingly. A very serious problem may result in the normal procedure being overruled and a child being taken home straight away following an immediate exclusion from school, in which cases the County's procedures are followed.

Incident Forms

These forms are used to record:

- Any incidents involving a child, or anyone employed in school which results in anything other than a minor personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used and are available from the office. These are covered by the Data Protection Act 1998.

Intervention and Restraint

If a child's behaviour means that their own safety or the safety of others is in danger then specifically trained staff will use physical restraint. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put them at risk.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Senior Leadership Team.

For further details on restraint refer to the Restrictive Physical Intervention policy. Review Date:

November 2024

This Policy should be read in conjunction with the SEND Policy, the E-safety Policy; the Anti Bullying Policy, Safeguarding and Child Protection Policies. Allegations against pupils are dealt with in accordance with the HCC 'Dealing with Allegations Against Pupils' procedure.

Appendix 1 – Violent incident reporting form HCC

<p>CHILDREN’S SERVICES REPORTING FORM CSRF-001</p> <p>Violent Incident Report Form (VIR)</p>
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To be used for reporting aggressive incidents/behaviour towards employees of Children’s Services (not child on child) and to be completed in accordance with SGP 18-07 and instructions on this form

School / Workplace	
District	
Local Serial No. (optional)	
<i>Optional use of a local serial number is for each premises/school’s own internal recording purposes if/where required</i>	

Type of incident	Tick boxes which most accurately reflect incident
Aggressive physical contact with injury	
Aggressive physical contact without injury	
Non-physical aggressive behaviour towards a person (eg. verbal abuse)	
Violence towards staff	
Violence towards property	
Damage to personal property	
Damage to council property	
Sexual harassment	
Racial harassment	
Cyberbullying	
Other	

Does this report relate to a weapon/implement brought on site (eg. knife)?

Date of incident		Time of incident	
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Details of incident	Insert description of incident
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Actions taken	Tick the boxes which identify the actions taken
Police summoned or involved	
Children's Services Health & Safety Team contacted	
Positive handling techniques used	
Ground/floor responses involved	
First aid provided	
Debrief/support offered to young person and staff	
F2508 Form completed	
Risk assessment undertaken or reviewed	
Individual support plan devised or revised	
Follow-up/restorative meeting	
Hospital visit or stay	
HSE contacted	
Exclusion from school	

Name/title of involved employee	
Occupation/work of employee	

Name of aggressor	
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Name of headteacher/unit manager	
Headteacher/unit manager signature	

Date of report/signature	
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Completion instructions	Ensure following is carried out before sending form:
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Form to be fully completed, printed and signed prior to forwarding– it is **not an on-line form** A local form serial number may be inserted in the appropriate box for your own reference only

FOR OFFICE USE ONLY	Database Reference Number	VIR No:
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ADDITIONAL GUIDANCE NOTES FOR COMPLETION

When to complete	Form to be completed under following circumstances:
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- Whenever aggressive behaviour or violence is targeted towards an employee
- If an employee wants a non-physical incident recording (eg. verbal abuse)
- If headteacher/manager considers there a need to report an aggressive incident
- For recording aggressive behaviour towards voluntary helpers, staff or visitors

When not to complete	Form not to be completed under following circumstances:
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- Aggressive behaviour or violent incidents towards a child by another child
- Aggressive behaviour towards a child by an adult (alternative reporting exists)

When completed	When completed, the form should be:
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- Copied and kept securely with other VIR record copies – not on a personal file
- Used with other records to analyse/trend incidents and responses
 - Used as evidence when completing a challenging behaviour risk assessment or identifying appropriate control measures (eg. physical intervention training)
- Forwarded to the recipients referenced in this form's **Routing Instructions**

Other information	Please consider the following when completing the form:
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- In addition to the immediate support provided at the workplace, the employee should be reminded of the Council's free and confidential [Employee Support Line \(ESL\)](#) 02380 626606. Headteachers and responsible managers will need to monitor the well-being of the employee as incidents can have delayed effects
- This VIR Form is effectively a separate accident/incident report form for the reporting of aggressive behaviour and violence towards employees. There is no benefit in reporting an incident twice so if this VIR Form is being used, the incident does not also have to be recorded/reported in the staff accident book
- Physical violence incidents resulting in a serious injury or causing the employee to be off work for more than 7 days are legally reportable to the Health & Safety Executive (HSE) using the F2508 Report Form (also forward copy to CSHST)
- Involvement of the police will normally be for the employee to decide but headteachers or managers have an over-riding right to summon the police

Data Protection Act 1998

Personal data will only be used to record the incident and for no other purpose. Data will not be passed to any other organisation unless there is a legislative requirement to do so

Appendix 2 – Physical Intervention Record Form

School DCSF No..... Year Group..... Name of child/young person Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?
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Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/esc ort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

How long was the child/young person held? If the child/young person was held on the ground: Did they go to ground independently?*

Hiltingbury Junior School – BEHAVIOUR POLICY

Were they taken to ground by staff?*

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident? Yes/No Does the risk assessment need to be reviewed as a result of this incident? Yes/No If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

..... Was

there any medical intervention needed? Yes/No Include names of any injured person and brief details of injuries

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..... Please

specify any related record forms

Accident Book Anti Bullying and Racist Incident Record Form Skin Map Violent Incident Record Complaints recorded Other (please specify)

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Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

	Name	Designation	Date and time

Form completed by:			
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