



# Behaviour Policy

Committee Responsible	C&S
Member of School Staff Responsible	Mr J Clark
Review Frequency	Every 3 years
This Version Dated	May 2017
Next Review Due	May 2020

## **POLICY FOR BEHAVIOUR**

### **Aims**

- To have a consistent whole school behaviour policy supported and followed by the whole school community, based on a sense of community and shared values
- To apply positive policies to create an atmosphere in which teaching and learning can take place in a safe, happy and productive environment
- To teach values and attitudes as well as knowledge and skills with the development of spiritual, moral, social and cultural understanding at the heart of this
- To promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- To reward good behaviour by providing a range of rewards for children of all ages and levels of attainments
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a manner that aims to achieve an improvement in future behaviour

### **Code of Conduct**

- All members of the school community are asked to respect each other
- All children should respect their own and other people's property and to take care of the school environment and property
- Children should be well-behaved, well-mannered and attentive
- Children should move around the school safely
- Children report problems with their peers to a member of staff who will deal with the matter
- Physical violence is unacceptable. Repeated or serious incidents will lead to exclusion
- Foul or abusive (including racist) language is not used
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear the correct school uniform. Hairstyles should be reasonable for the age of the child
- Jewellery is limited to stud earrings and watches
- Children do not wear any make-up, including nail varnish

## **School Rules**

The rules encapsulate our aims, values and attitudes. They are explained to the children and displayed in all the classrooms. The school community is expected to abide by them at all times.

- Be respectful
- Be responsible
- Be safe

## **Incentive Scheme**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

## **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, for great effort, being caring and for all aspects of good work and good behaviour. House points contribute toward a whole house total, with the highest scoring house each term being rewarded. Points also lead to children earning individual prizes. These are awarded throughout the year when a child reaches 100, 200 and 300 house points. Children who are asked to share their work with the head teacher are awarded 5 house points.

Alongside the awards system, each class may have their own system of points or awards. For example, table points or secret students are often used. This ensures that pupils experience some variety as they move through the school.

All members of staff also belong to a house. They will work to run house events throughout the year.

## **Certificates**

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

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

## **Sanctions**

Sadly, there will be times when children choose to behave in a manner not in keeping with the school code of conduct. Children need to discover where the bounds of acceptable behaviour lie, as this is an important part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Each new day is a fresh start.

### **Consequences for children who choose to misbehave**

During lessons, the procedure for dealing with misbehaviour is as follows:

- For a minor first offence (for example - talking at the wrong time) a child will receive a warning.
- For a second offence, or if the teacher deems that the offence one the individual should not require a warning for, the child's name will be written on the board.
- For a third offence a cross will be added.
- Crosses will be added for every further offence.
- If a second cross is added, the child will be sent to work in a part of the room where they are isolated from other children.
- If the child receives a third cross then they are sent, along with an appropriate activity with which they require no help, to another (twinned) classroom.  
Classes are "twinned" – yr 3 with yr 5 and yr 4 with yr 6.

Names on board and any crosses will be removed at the end of each day to allow children the chance to have a fresh start. However, teachers will keep track of any poor behaviour by using behaviour spreadsheet. They will then contact and involve parents at the earliest possible stage if problems are persistent or recurring.

### **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.

### **Lunchtime Supervision**

At lunchtime the senior supervisor and a team of supervisory assistants carry out supervision. The senior supervisor can refer to the Senior Leadership Team if necessary. The supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to take some time out. This usually takes the heat out of the situation. The supervisors keep note of children who continually misbehave.

The supervisors must be treated with the respect expected by all adults at Hiltingbury Junior School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Senior Leadership Team. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

Major breaches of discipline procedures will be followed as stated previously.

### **Parents**

A strong partnership with parents is important in maintaining and improving our high standards of behaviour. All parents are asked to sign a Home School Agreement when their child starts at the school. In addition, parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently, promptly and positively

## **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.

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 our Restraint Policy.

Review Date: May 2020

**Appendix 1 – Violent incident reporting form HCC**

**CHILDREN’S SERVICES REPORTING FORM CSRF-001**

**Violent Incident Report Form (VIR)**

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

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

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

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

<b>Date of incident</b>		<b>Time of incident</b>	
-------------------------	--	-------------------------	--

<b>Details of incident</b>	Insert description of incident

Actions taken	Tick the boxes which identify the actions taken
Police summoned or involved	<input type="checkbox"/>
Children’s Services Health & Safety Team contacted	<input type="checkbox"/>
Positive handling techniques used	<input type="checkbox"/>
Ground/floor responses involved	<input type="checkbox"/>
First aid provided	<input type="checkbox"/>
Debrief/support offered to young person and staff	<input type="checkbox"/>
F2508 Form completed	<input type="checkbox"/>
Risk assessment undertaken or reviewed	<input type="checkbox"/>
Individual support plan devised or revised	<input type="checkbox"/>
Follow-up/restorative meeting	<input type="checkbox"/>
Hospital visit or stay	<input type="checkbox"/>
HSE contacted	<input type="checkbox"/>
Exclusion from school	<input type="checkbox"/>

<b>Name/title of involved employee</b>	
<b>Occupation/work of employee</b>	

<b>Name of aggressor</b>	
--------------------------	--

<b>Name of headteacher/unit manager</b>	
<b>Headteacher/unit manager signature</b>	
<b>Date of report/signature</b>	

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

<b>FOR OFFICE USE ONLY</b>	Database Reference Number	<b>VIR No:</b>
----------------------------	---------------------------	----------------

<b>ADDITIONAL GUIDANCE NOTES FOR COMPLETION</b>
---

<b>When to complete</b>	Form to be completed under following circumstances:
-------------------------	---

- 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

<b>When not to complete</b>	Form not to be completed under following circumstances:
	<ul style="list-style-type: none"> <li>• Aggressive behaviour or violent incidents towards a child by another child</li> <li>• Aggressive behaviour towards a child by an adult (alternative reporting exists)</li> </ul>

<b>When completed</b>	When completed, the form should be:
	<ul style="list-style-type: none"> <li>• Copied and kept securely with other VIR record copies – not on a personal file</li> <li>• Used with other records to analyse/trend incidents and responses</li> <li>• Used as evidence when completing a challenging behaviour risk assessment or identifying appropriate control measures (eg. physical intervention training)</li> <li>• Forwarded to the recipients referenced in this form's <b>Routing Instructions</b></li> </ul>

<b>Other information</b>	Please consider the following when completing the form:
	<ul style="list-style-type: none"> <li>• In addition to the immediate support provided at the workplace, the employee should be reminded of the Council's free and confidential <a href="#">Employee Support Line (ESL)</a> 02380 626606. Headteachers and responsible managers will need to monitor the well-being of the employee as incidents can have delayed effects</li> <li>• 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 <u>not</u> also have to be recorded/reported in the staff accident book</li> <li>• Physical violence incidents resulting in a serious injury or causing the employee to be off work for <u>more than 7</u> days are legally reportable to the Health &amp; Safety Executive (HSE) using the F2508 Report Form (also forward copy to CSHST)</li> <li>• 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</li> </ul>

<b>Data Protection Act 1998</b>
---------------------------------

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?
------	-------------	------	--------

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/escort	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?\*   
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
<i>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.</i>	
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 .....	
.....	
.....	
Please specify any related record forms	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin Map <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/>
Other (please specify) .....	

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?

Form completed by:	Name	Designation	Date and time