



**Great Hockham Primary School and Nursery**  
**Behaviour Policy**

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## Introduction

At Great Hockham Primary School and Nursery (GHPS&N) we aim for our children to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through our teaching and school ethos, which is to be ***creative, caring and daring***.

We believe that our children have the right to:

- Feel safe
  - Be treated with respect
  - Express feelings and opinions without fear of ridicule
  - Have the best opportunities for learning
- 
- Similarly, every member of staff has the right to:
  - Feel safe
  - Be treated with respect
  - Express feelings and opinions without fear of ridicule
  - Teach

In order to do this we teach the children three rules by which to judge their own behaviour

## Be Ready, Be Respectful, Be Safe

### Expectations

1. We understand that the children's happiness requires the presence of positive relationships. The relationship between teachers and children must be built on mutual respect and trust in the same way that we expect that children's relationships with each other must be built upon respect, trust, friendship and tolerance. At GHPS&N we believe in the power of positive, and frequent, praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals – we give first attention to best conduct. Children must also expect that there will be consequences for unacceptable behaviour.

2. Adults within the school environment have a duty to be positive role models in all areas of behaviour. Older children are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At GHPS&N we have a positive caring ethos and provide challenging well-planned education. Our goal is for our children to be caring and successful with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

### Good Practice

3. We expect staff to:

- Praise in public and reprimand in private (PIP and RIP)

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what they are saying and set realistic sanctions.
- Supervise children at all times.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- All adults **deal** with unacceptable behaviour, never ignoring it.
- Refer to **be ready, be respectful, be safe**
- We aim to follow the following light assertive sentence starters:

1. I have noticed that you...
2. You need to...
3. I need to see you...
4. I expect...
5. I know you will...
6. I remember when you...
7. Thank you for...
8. I have heard what you said, you need to...

We also finish our sentences with 'thank you'.

### **Our approach to positive behaviour.**

4. Our approaches to celebrating positive behaviour are as follows:

#### **Praise**

5.1 We regularly praise the children for following our expectations. We use verbal praise, silent gestures such as a smile, thumbs up or a nod or stickers to show children are behaving well and trying their best.

#### **Class Incentives**

5.2 Within class teachers may award golden acorns as incentives for class rewards. Teachers may decide on the scope and nature of the rewards given – these could include 10 minutes golden time, an extended break, or similar. Each class teacher will decide these – with the class, based on age and suitability. Similarly, class teachers will decide which behaviours are rewarded based on class need.

#### **Individual recognition**

5.3 Throughout the school children will be encouraged to earn raffle tickets. Raffle tickets are awarded for children who work hard, behave well, are polite and follow our expectations. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school including teaching assistants and lunchtime supervisors can also give out raffle tickets. These are then

placed in a box in the classroom and one is pulled out at the end of a week. The child who is named on that will win a reward. Each class teacher will decide these - with the class, based on age and suitability. Some examples could be pieces of stationary, colouring books or larger pieces of fruit such as a pineapple or melon.

### **Positive Postcards**

5.4 Each week teachers need to send home a postcard for pupils who have exceeded expectations or made a particular effort with an element of their behaviour. These will be sent directly to the pupil's house, after being copied. These will be celebrated in Monday's assembly.

### **Golden Frames**

5.5 Teachers will choose one piece of work each week that a child has worked hard on which it will then be displayed in a golden frame for everyone to celebrate. They will also receive a certificate in the weekly celebration assembly.

### **Celebration Assembly**

5.6 Every week children will take part in a Celebration Assembly and their hard work, good behaviour and attendance is recognised. Children who have received a positive postcard will be praised and recognised for their achievements. During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated. Excellent attendance is also celebrated on a class basis each week and then individual attendance is celebrated at the end of each term with certificates and rosettes.

### **Our approach to negative behaviour**

6 Our approach to negative behaviour is as follows:

#### **Layers of sanctions**

6.1 We always aim to give first attention to best conduct and expect all our children to be well behaved, but we will address any negative behaviour issues that occur, linking them to our school rules. Children must be made aware that their behaviour choices may have consequences. There will be consequences for poor behaviour as detailed in the sequence below.

#### **Class sanctions**

6.2 Class teachers may need to enforce negative consequences or sanctions for behaviours that are a concern, and do not meet the required standard. Class teachers will:

- Give first attention to best conduct
- Give a gentle reminder where inappropriate or unacceptable behaviour is shown
- Give pupils a warning that there will be a consequence to their action if they do not display desirable behaviour

- Put in place a consequence where a pupil fails to respond to warning
- Engage in a conversation with the pupil at a later time (preferably the same day) reflecting on the behaviour, discussing how to make things right and creating a plan for moving forward.

The following points will be discussed:

- Tell me what happened.
  - Who has been affected and in what way? (Discuss feelings and emotions)
  - How would you describe the choices you made? (Reflecting on making better choices)
  - What needs to happen to fix things? ( Making things better)
  - How will you do things differently if this happens again? (Making a plan to move forwards)
- Record behaviour incidents on Pupil Asset. Incidents of violence or aggression towards other pupils or staff, or continuous low level behaviour incidents should be flagged for the Headteacher.

### **Time outs**

6.3 At certain times a teacher may find it necessary to give a child time out from their classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour. No adult should accept more than two children at a time. For more serious incidents children may need to be sent to, or in extreme cases be removed by, a senior leader. A child should always be escorted by an adult or responsible child.

### **Social and Emotional Plans (SEP)**

6.4 SEP are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

### **Risk assessment**

6.5 We will put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

### **Suspensions**

6.6 In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime—This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in

isolation with staff will encourage them to reflect on their behaviour and how it can be improved.

- Lunchtime suspension—If a child is persistently disruptive at lunchtime, we may need to suspend them for the lunchtime period. During this time they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- Fixed term suspension—At times it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff will discuss strategies with parents so that the pupil's return is a positive experience.
- Permanent Suspension—This would only occur when all interventions for support have been exhausted and staff believe that GHPS&N School is unable to further meet the child's needs.

### **Child-on-child abuse**

6.7 Child on child abuse is one of the specific safeguarding issues that is covered in depth in the school's safeguarding policy. Outlined in the safeguarding policy is information about how the school will respond to reports of sexual violence and sexual harassment. GHPS&N also recognises that it may well be appropriate to respond in a restorative way, in addition to safeguarding measures that may be taken as a result, as it would with other serious forms of poor behaviour. GHPS&N actively seeks to raise awareness of and prevent all forms of child-on-child abuse by educating all staff, volunteers, pupils, and parents about this issue. This will include training all staff and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it.

This will include:

- The identification and classification of specific behaviours.
- The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as 'horseplay', teasing, banter or 'just having a laugh'.
- Educating children about the nature and prevalence of child-on-child abuse through our wellbeing curriculum and the wider curriculum.
- Reminding and reassuring pupils about what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.
- Engaging parents on this issue
- Ensuring that all child-on-child abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Working with staff, volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;

- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships, and where they feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

### **Playtime and Lunchtimes**

7. Our expectations apply at all times of the school day, including lunchtime and playtime.
  - At the sound of the bell, line up quietly and safely.
  - Stand in line safely and calmly.
  - Speak quietly in the Hall during lunchtime.
  - Walk quietly down corridors.
  - Behave sensibly in the toilets, only going in to use the facilities.

If children require “time out” at lunchtime they will be asked to sit on a bench near an adult in the playground or to spend time with the head or another member of staff while they have time to reflect.

### **Involving Parents/Carers**

8.1 We want all adults to reinforce the message that each child needs to take responsibility for their actions by:

Stating clearly what is right and wrong.

Explaining what good and poor choices look like in different settings and situations.

Providing a clear, consistent structure for managing good and poor choices throughout the school reinforced by support from parents/carers at home.

8.2 When parents/carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents/carers will, in most cases, follow these steps:

- An informal discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- If behaviour problems continue parents/carers are asked to come in for a formal meeting with the class teacher and/or member of the senior leadership team.

8.3 To strengthen positive links within our school community, school staff are encouraged to keep parents/carers informed when their child has behaved well.

### **Additional Strategies to support inclusion**

9.1. It is important that within our school community both adults and children value their own as well as others' individuality, to ensure, our continuing efforts of being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to

support these pupils. Where necessary the Head teacher will ensure that individual behaviour support plans are in place.

- 9.2 In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:
- Stating clearly what is right and wrong
- Explaining what is acceptable and unacceptable behaviour, and relating these to **ready, respectful, safe**
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents/carers at home.

### Search guidance:

10. The Headteacher at Great Hockham Primary School and Nursery, and other staff who have been authorised by them have the power to complete searches of students and their possessions (with or without consent) where they have reasonable grounds that the student is in possession of an illegal or prohibited item, outlined in this policy.

When required to complete a search, staff should always seek to gain consent from the student, this does not need to be in writing. When the student consents to the search, it is not necessary to seek consent from the student's parents/carers, however, they should be informed prior to or as soon as reasonably possible after the search, unless doing so would increase the risk to the student or others.

If consent is not given the school should consider contacting the student's parents/carers to seek their consent, if doing so does not increase the risk to the student or others. If there is an immediate risk of harm, then the school should contact the police and await their arrival before conducting a search.

If consent is not given, and the decision is made that the school will conduct the search, then the following must be in place:

- They have reasonable grounds for suspecting that a student has a prohibited item in their possession. I.e., they have been informed that the student is carrying a prohibited item, or they have seen the student carrying a prohibited item.
- Staff have been authorised by the Headteacher.
- There must be at least 2 members of staff present and they must be the same sex as the student.

When conducting the search, the following is stated in law:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.



- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **Reasonable force:**

11. Staff at Great Hockham have the delegated power to use reasonable force to prevent a student from:

- hurting themselves
- hurting others
- damaging property, or
- causing a disorder

The use of reasonable force should only be used as an absolute ***last resort***, in ***exceptional circumstances***. The use of reasonable force must be proportionate and necessary to the presenting risk. When a staff member uses reasonable force, they must make a detailed record of the incident and the reasonable force used on Pupil Asset under the Behaviour log. This record must be viewed and signed off by the Headteacher (or other delegated persons in their absence). The parents/carers of the student must also be informed that reasonable force has been used.

When it has been necessary to use reasonable force, a review of a student's risk management plan must be undertaken, or if this is the first occasion, then one must be created.

### **Responding to incidents beyond the school gate**

12. The school reserves the right to exert its jurisdiction relating to incidents outside of school. We define reasonableness as including, though not limited by, issues that are linked to school; behaviour on school transport; behaviour where the pupil is identifiable as a pupil of the school; issues that could cause harm or detriment to members of the school's community.

### **Staff development**

13. We are committed to keeping our staff updated with any changes to our behaviour policy and strive to model consistency in all of our approaches.