



## **Behaviour Policy**

Hoyland Common Primary School believes that good behaviour is directly linked to children's academic behaviour; our emphasis in school is on hard work and positive attitudes. If a behaviour policy is to be effective it is vital that it is consistently applied throughout school and strategies are in place to support children and staff.

### **Aims of the Policy**

- To encourage respect for religious and moral values and tolerance of other cultures in a multi-racial society
- To encourage courtesy and good manners and teach respect for themselves, others and property and to develop a caring and responsible attitude towards our environment
- To help pupils appreciate the achievements and aspiration of all and celebrate their successes
- To ensure continuity and progression through effective behaviour strategies

### **Objectives**

This policy sets out to:

- Ensure a common approach to behaviour management throughout school
- Provide clear boundaries that children, staff and parents understand, in relation to HCPS Home/School agreement
- Meet the needs of pupils who have emotional and behavioural difficulties
- Promote a positive environment for all learners

### **Rules (based around honesty, trust and respect)**

Pupils create their own golden rules for their class during transition week. These will then be displayed within the classroom. These will be specific to each class and need to be decided upon by everyone involved. The rules need to be referred to on a regular basis and it is important that all staff apply the rules consistently. If a child breaks a rule this will be discussed with the child at an appropriate level. Children will be encouraged to amend their behaviour in the future. If a child continues to break the rules then sanctions will be put in place. If a rule is broken at break or lunch time, staff will communicate this to the class teacher. Persistent or severe poor behaviour will be recorded on SIMS. If unacceptable behaviour continues the parents will be asked to come into school to discuss the matter further.

In Foundation stage, staff model good behaviour, manners and a positive attitude towards each other. Routines, boundaries and high expectations are consistently reinforced by all staff in the setting. Foundation stage staff will verbally feedback to parents / carers at the end of each session to resolve, inform about, or discuss behavioural issues further. In the case of more serious issues, Foundation stage staff will follow the same procedures as set out for the rest of school.

### **Rewards and Privileges**

Hoyland Common Primary School recognises the importance of praise when promoting positive behaviour. Children are encouraged through praise and rewards e.g. (through the use of praise, stickers, house points, special mention on the web site, Golden time at KS1 and certificates throughout the school.)

### **Sanctions**

1. Children are given a verbal warning if a class rule is broken. It is important that the child knows exactly which rule has been broken and the consequences of their actions.
2. If a child continues to misbehave time will be taken from their breaks or golden time accordingly.
3. If behaviour continues to be a problem the teacher will contact parents to arrange an informal discussion.
4. If there is still a continuation of poor behaviour a formal meeting will be held with the class teacher, head teacher, parent and child. The Home/School agreement will be referred to and discussed. At this meeting targets will be agreed upon for child, home and school to work upon. In the most severe cases a behaviour contract will be drawn up and a record of positive and negative behaviour will be kept. The book will be sent home for the parent to sign and comment on if necessary. Minutes of this meeting will be recorded and also placed on the SIMS system. A further meeting will be held if appropriate, the school Inclusion Co-ordinator will attend this meeting to identify if there is any Special Educational Need.
5. If not resolved fixed term exclusion procedures will be initiated in accordance with Barnsley LEA procedure. Severe behaviour issues e.g. violence towards another pupil or adult in school may result in the immediate exclusion of the pupil.

### **Parental Involvement**

If a child is experiencing some behaviour problems it is vital that parents are kept informed of strategies used to help support the child. Parents need to support the staff in decisions made and keep regular contact with the teacher involved. Parents will be informed if a child is regularly not behaving in line with the school rules. If the problem is severe parents will be contacted on the first occasion (for example violent or racist behaviour).

Parents are encouraged to discuss any issue related to behaviour at any time.

In severe circumstances parents may be asked to keep their child off the premises at lunchtimes and alternative arrangements will need to be made.

The HCPS Home/School agreement forms the basis of the expected behaviour of pupils in school and the roles of both parents and staff to uphold this agreement. The Home/School agreement will be reviewed and sent out to parents annually.

### **LEA Support and Outside Agencies**

Schools cannot always resolve problems which are linked to wider social issues. At times the school may need to contact outside agencies for support with these issues. Children with behavioural issues may need support from professionals outside the school, as may their parents.

### **Children with SEN and Disabilities**

In the case where children's behaviour is affected by a SEN or disability, the school behaviour policy will be followed as closely as possible, however there may be occasions where the school has to take alternative actions or arrangements to suit the needs of the individual with the disability.

### **Classroom management and organisation**

As professionals, we recognise that there is a close link between content and delivery of the curriculum and pupil behaviour. We aim to ensure that our teaching takes account of how children learn and also ensure that work is challenging and of an appropriate level so as to engage pupils.