



## **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 towards learning. 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 develop the core 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
- To ensure a consistent approach to behaviour management throughout the school
- To develop positive attitudes to learning

### **Objectives**

This policy sets out to:

- 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 learning environment for all learners
- Ensure a common approach to behaviour management throughout school

### **School Rules and Values (created by School Council)**

HCPS School Council has created the HCPS Rules and Values after input from the whole school. These are displayed in the corridors and classrooms, and shared with children on a regular basis through assemblies and class circle times. These have been shared with parents through the *Home-School Agreement* and have been approved by governors.

### **Classroom Management**

At HCPS we have high expectations of pupils' behaviour at all times. We firmly believe that developing high quality teaching learning is the key to ensuring positive attitudes towards learning and encourage all pupils to take responsibility for their own behaviours towards learning. The school has a well-developed whole school approach to effectively managing behaviour of all pupils.

### **Behaviour and Sanctions**

All staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. If a child breaks a rule this will be discussed with the child at an age-appropriate level.

When poor behaviour is identified, sanctions are consistently and fairly implemented.

The stages are:

1. Children are given a verbal warning if a school 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 a member of the SLT to discuss with the pupil the consequences of their actions and incidents of bad behaviour will be logged on the CPOMs system.
4. If the behaviour continues the class teacher or a member of the SLT will contact parents to arrange an informal discussion.
5. 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. This will be sent home for

the parent to sign and comment on as necessary. Minutes of this meeting will be recorded and also placed on the CPOMs 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.

6. If not resolved, fixed term exclusion procedures will be initiated in accordance with Barnsley LA procedure. Severe behaviour issues e.g. violence towards another pupil or adult in school may result in the immediate exclusion of the pupil. (See Barnsley LA guidance document *Exclusion Procedure* for further details).

If a rule is broken at break or lunch time, staff will communicate this to the class teacher who will deal with the issue in line with the steps above.

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. The school adopts a range of reward systems in order to encourage positive behaviours to learning, but also recognises that intrinsic rewards are key to promoting a culture of positive behaviours for learning.

- Hoyland Common runs a *House* system in school (Rockingham, Stafford, Wentworth, and Fitzwilliam). Pupils can receive *House Points* for demonstrating positive learning behaviours and achievements. These are totalled and shared in celebration assemblies. FS2 classes use 'Class Dojo' system as a means of rewarding good behaviour and hard work.
- A chance cards system runs across school. It applies to both pupils and staff, any member of the school community can receive a HCPS Chance Card for demonstrating the school rules and values. Winners are drawn out of the HCPS Chance Boxes during assembly at the end of each term and prizes given.
- The school uses a *Dining with the Stars* system to celebrate positive behaviours and achievement, which includes a *Star of the Week* certificate and a special mention in assembly.
- The class blog and school website is used by teachers to celebrate positive behaviours for learning.
- There is whole school reading rewards points system to celebrate reading achievement. In addition, Children are encouraged through individual class praise and rewards e.g. (through the use of verbal and written praise, stickers, special mentions on the web site, Golden time and certificates).

### **Parental Involvement**

It is vital that parents are kept informed of strategies used to help support the behaviour of pupils. Parents are expected to support staff in decisions made in order support the improvement of behaviour and keep in regular contact with the teacher involved. Parents are encouraged to discuss any issue related to behaviour, either in school or at home. 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).

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

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

Hoyland Common 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 require support from other agencies, including support for parents.

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

In the case where a pupil'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 need/disability.

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 and learning is enjoyable, challenging and personalised to ensure that all pupils demonstrate positive attitudes towards learning. For further guidance, see DFE publication *Behaviour and Discipline in Schools* (January, 2016) and Section 89 of the Education and Inspections Act 2006

Hoyland Common Primary School, October 2018.