

## Hall Orchard Barrow CE Primary School (Academy)

### Behaviour and Discipline Policy

#### **Rationale:**

At Hall Orchard C of E Primary School we promote an ethos based on our agreed core values. All members of the school community have a part to play in the promotion of our ethos and the implementation of this behaviour policy; behaviour management is the responsibility of all staff. We believe that recognising, rewarding and promoting positive behaviour is the best way to encourage children to grow up to be role models for others and to be responsible and polite citizens.

All adults and children need a clear vision of the standard behaviour to be expected within the school, together with a clear understanding of what kinds of behaviour are not acceptable. Whenever possible, good behaviour should be taught, modelled, discussed, praised and rewarded.

#### **Aims:**

- To ensure learning is not disrupted.
- To develop a caring, responsible community where all individuals treat each other with courtesy and respect.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To have a consistent approach to the management of behaviour through the application of agreed strategies, incentives and sanctions.
- To develop in pupils a sense of self-discipline.
- Uphold British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of other faiths and beliefs.

#### **School Rules:**

School rules will be displayed around the school, in classrooms and will be discussed during class time.

They are as follows:

- Listen to school adults and follow instructions.
- Do not disturb learning.
- Respect people and property.
- Walk safely and quietly.

#### **Encouraging positive behaviour:**

All members of staff are responsible for encouraging good behaviour through:

- Promoting care.
- Making expectations clear.
- Promoting respect.
- Encouraging responsibility for actions.
- Acknowledging good behaviour
- Providing positive feedback.
- Being an excellent role model.

To promote good behaviour, the school will use the Class Dojo platform. 1 HOPS point equates to one Dojo point. All members of staff (LSAs, teachers, lunchtime supervisors, office and admin staff etc.) can award children with HOPS points.

## **HOPS points can be given for:**

- Excellent behaviour.
- Working towards excellent behaviour.
- Excellent attitude to learning.
- Work and outcomes which are of a high standard.
- Politeness and good manners.
- Following school and class rules.
- Modelling good behaviour in shared areas such as corridors/assembly.
- Helping others.
- Displaying school values.

Certificates will be given to children in a whole school assembly once they achieve the following landmarks:

- 50 HOPS points = Achievement award
- 100 HOPS points = Merit award
- 200 HOPS points = Distinction award.
- 300 HOPS points = Deputy Headteacher award
- 400 HOPS points = Headteacher's award

Class teachers are responsible for monitoring HOPS attainment on Class Dojo (see separate document called 'Guidance on implementing the Behaviour and Discipline Policy') and completing certificates.

## **We also aim to reward children's behaviour or work by:**

- Making positive comments on children's work
- Visiting the Head Teacher/Deputy Headteacher to show work and receive special stickers
- Celebrating learning in 'Celebration Assemblies'
- Displaying fantastic work in classrooms and in the corridors.
- Communication with parents.

## **Dealing effectively with misbehaviour**

### **How to handle misbehaviour:**

By teaching the school rules and behaviour expectations, and by providing consistent positive recognition, we eliminate the vast majority of potential problems before they begin. However, there will still be children who engage in behaviour that is not conducive to learning, threatens the health and safety of themselves or others and/or does not enhance self-esteem.

Children must learn that negative consequences are a natural outcome of bad behaviour. They must be aware of the inevitability of consistent and appropriate consequences each time a rule is broken.

### **Consequences:**

- 1) You will be given an official verbal warning.
- 2) Your name will be written on the board.
- 3) If your misbehaviour continues then a cross will be put against your name.
- 4) Lose break time (supervised by class teacher).
- 5) Lose lunch time (supervised by class teacher).
- 6) Sent to a senior member of staff (Assistant Headteacher, Deputy Headteacher, Headteacher).

Children are expected to display good behaviour throughout the day. Incidents that occur at lunch time will be primarily dealt with by the lunch time supervisors and the designated lunch time manager for that day,

unless the incident is deemed serious enough to be brought to the attention of SLT (see Extreme Disruptive Behaviour).

**At the staff's discretion, in the event of extreme behaviour, it may be appropriate for children to progress through the steps more quickly (see examples of Extreme Disruptive Behaviour).**

Behaviour incidents will be logged via CPOMS and senior leaders notified. Senior leaders monitor behaviour incidences, ensuring any behaviour issues are dealt with effectively in line with this policy, our Child Protection policy and Anti-Bullying policy.

**The role of all adults is:**

- To treat all children fairly and with respect.
- To be aware of positives in every child and reward them with HOPS points where appropriate.
- To model and monitor high expectations of behaviour across the school, during lesson time, outside of lessons such as assemblies, walking in and around school, before and after school.
- Communicate effectively with parents and carers to inform them of good and poor behaviour.
- To be responsible for the behaviour of all pupils across the school.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently following the Behaviour and Discipline Policy.

**The role of the child is:**

- To display the school's values and aims.
- To effectively follow the school rules.
- To learn from mistakes.

**The role of the lunch time manager is:**

- To be stationed in the dining hall while the children are eating their lunch and then move to patrol the playground for the remainder of lunch time. It is expected that the lunch time manager will eat their lunch in the hall with the children.
- To encourage and monitor good behaviour by giving out HOPS points.
- To liaise effectively with the lunch time team ensuring that they are promoting good behaviour and managing disruptive behaviour by adhering to the behaviour policy.
- To liaise effectively with the HOPS Guardians to monitor good and disruptive behaviour.
- To report relevant issues to the child's class teacher and serious issues to the Senior Leadership Team (SLT).

**The role of the Midday supervisor is:**

- To supervise pupils in the area in which they eat their lunch.
- To supervise pupils after lunch, either inside or outside of the school (according to their designated area), being especially vigilant as to the health, safety and security of the pupils within their care, and in accordance with the School Behaviour policy.
- To reward good behaviour with HOPS points.
- To liaise effectively with the lunch time manager and HOPS Guardians.

HOPS Guardians (appointed children from Year 4,5 and 6) will act as mediators and play leaders during break and lunch times, to support the role of midday supervisors and the lunch time manager. They will be given training and their role will be monitored.

## **The role of the HOPS Guardians is:**

- To model excellent behaviour at all times, in and out of school.
- To support children who are having issues at play time, acting as a mediator.
- To help children to make positive choices.
- To act as a play leader.
- To liaise effectively with lunch time supervisors, lunch time manager, school staff.

## **Examples of Extreme Disruptive Behaviour Examples:**

- Extreme violent behaviour towards anyone in the school community
- Stealing
- Acts of racial, sexist and/or homophobic abuse.
- Bullying
- Extreme rudeness/swearing
- Serious damage to property.

In these situations, the hierarchy of consequences may be over ridden and immediate intervention from senior leaders may be sought. The incident will be logged and the parents/carers may be invited to come in and discuss the situation. Serious behaviour will be logged by SLT and regularly monitored.

If the extreme misbehaviour happens at lunch time, the lunch-time supervisors must inform the member of staff on duty who will manage the misbehaviour. If physical restraint or intervention is necessary staff should refer to the school restraint policy and complete a school incident form.

## **Peer on Peer abuse**

Peer on peer abuse can take many forms. This can include (but is not limited to): abuse with intimate partner relationships; bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

The school takes peer on peer abuse very seriously and any incidences will be dealt with quickly and effectively, in line with our Child Protection and Anti-Bullying policies.

## **SEND pupils**

Children with identified Special Needs may have additional or different requirements. Where necessary, an individualised plan of extra support might be implemented to make sure that all children have a positive experience. The SENCo will, where necessary, liaise with outside agencies to help support children and their families to encourage good behaviour.

## **Accidents**

If an accident requires first aid at playtime staff should send children to the Medical room where a member of staff can deal with them. They do not need to be accompanied by other children. Lunchtime accidents should be dealt with on the playground where possible. Lunch time supervisors will have a simple first aid kit with them outside. In the case of a more serious accident children should be taken to the member of staff on duty. In these cases, first aid should be applied and the child will go back outside if they are fit. If they are unfit to return outside they should remain with the member of staff on duty.

## **Suspension and Exclusions**

Incidences of serious and extreme behaviour may result in an internal or external suspension. Suspensions and exclusions will only be used in extreme circumstances and only after every attempt has been made to solve the problem. Only the Head teacher can exclude a pupil.

## **Break/lunch Time Illness**

This is not a reason for a child to be inside at lunch time or playtime. If they are fit enough for school they are fit enough for playtime. If a child gets more ill during the day, parents should be sent for and the child kept in their classroom until the parent arrives.

## **When implementing this policy staff should:**

- Be consistent.
- Judge the behaviour appropriately.
- Be firm
- Re-focus the child.
- Provide an 'escape' mechanism for the child.
- Stay calm.
- Remember there are times when, in our professional judgement, it would be best not to provide a consequence.

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