



**HYPHE BAY**  
Church of England  
Primary School

## Behaviour Policy May 2024

Signed	Designation	Date
<i>Caroline Chivers</i>	Headteacher	23.05.24
	Chair of Governors	

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

**"We should love people not only with words and talk but by actions and true caring."  
1 John 3: 18**

Our vision is to be a Spirit-filled community where every individual flourishes and is respected.

Our Christian values allow us to be an inclusive school which, through our learning, strives to give everyone life in all its fullness.

Within our local and global culture of continuous learning and reflection, we aim to deliver a broad and ambitious curriculum to all children in our care.

## **BEHAVIOUR & DISCIPLINE POLICY**

We aim to create a Christian environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured. As a Church school we believe all we do is theologically rooted.

This document is a statement of the aims, principles and strategies for Behaviour Management at Hythe Bay Church of England Primary School.

### **AIMS**

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both learning and behaviour
- To ensure consistency in the whole-school approach to discipline
- To ensure parents are informed and aware of disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try to change untoward behaviour
- To ensure that all children have the opportunity to learn in a safe, caring and happy environment
- To promote good citizenship
- To promote self-discipline
- To prevent bullying

### **BULLYING**

Bullying is deliberately hurtful behaviour- such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone- that is repeated over a period of time, making it difficult for a person to defend themselves.

Bullying that happens online using social networks or mobile phones is known as cyberbullying.

#### **Signs of bullying to look for in pupils:**

- Frightened or unwilling to come to school
- Not doing as well at school
- Belongings getting "lost" or stolen
- Being nervous, losing confidence or becoming distressed and withdrawn.
- Stammering
- Physical injuries such unexplained cuts and scratches
- Feeling sick at lunchtime or not eating
- Asking for or stealing money
- Refusing to say what is wrong, crying or giving implausible reasons for "accidents"

It is important that everyone understands they have a responsibility to make sure it does not happen and that telling is not "telling tales". Cyber- Bullying is becoming an increasing concern in schools generally and staff should also be vigilant to incidents within their class. Refer to the Anti-Bullying policy for additional information.

PSHE is an ideal vehicle for developing attitudes and values in this respect. Remember the bullies will need help, too, as they may be insecure, bullied at home, under pressure to succeed or feeling no sense of accomplishment.

### **PRINCIPLES**

- Every pupil has the right to learn
- Every teacher has the right to teach

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends on trusting relationships and co-operative teamwork from all members of the school community.

## **RESPONSIBILITIES**

Members of the school community are encouraged to use restorative approaches to behaviour management and are expected to ensure that all parties involved in an incident feel heard and that appropriate measures have been taken. Staff should do this by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Treating all individuals as they would want to be treated.
- Respecting each other's rights, values and beliefs.
- Fostering and promoting goodwill and a sense of belonging in the community.
- Offering equity in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Rejecting harassment in any form.
- Caring for and take pride in the physical environment of the school.
- Working as a team to support and encourage each other.
- Following the school agreed "non-negotiables".

## **RULES**

There are only five school rules

**At Hythe Bay School we always try to:**

- **be polite and kind**
- **keep our hands and feet to ourselves**
- **take care of our school and town**
- **look after our own and other people's things**
- **listen when others are speaking, then we will be ready to learn.**

## **STRATEGIES**

The following strategy is taught to all children in the school and is supported by **all** staff.

We know that when children are content and happy they are more likely to be able to concentrate in class and learn more effectively. So, with this in mind, the staff have devised a set of rules that all children have discussed at the beginning of the school year, acted out or drawn and written about in class to help us all deal with upsets in the same way. All the adults who deal with children in school know these rules too:

### **How I keep happy in school!**

Sometimes in school children do things I don't like.

When children do things I don't like I will hold up my hand and say something like

**"STOP IT, I DON'T LIKE IT"**

If there are still things I don't like, I will tell a grown up.

The grown up will listen to me.

We will go and find the child who upset me.

The grown up will help me tell them what they did that made me sad.

Usually the person who upset me will say "SORRY" and promise not to do it again.

Then we will be friends and I will be happy.

## **REWARDS**

Each class will negotiate their own reward system. When agreed this will be displayed on the wall clearly so that all other adults in the class work within that system.

Each class teacher will choose one child each week to receive a Superstar award these will be given out in celebration worship. In this way we acknowledge those children who always behave well and make the right choices. In addition, the class with the best weekly attendance will receive the attendance award; this will also be awarded in celebration worship and displayed within school. At the end of each school year all children with 100% attendance will receive a reward and the class with the highest attendance will also receive a reward.

All adults in the school will look out for good behaviour around the school, they will stop and compliment and acknowledge any child seen behaving well.

Headteacher Awards will be given to any child sent to SLT by a member of staff for particularly good work or behaviour – this should include effort as well as achievement.

It is really important that we foster intrinsic motivation within children

Comments should include:

- I noticed you ..... how do you feel?
- Does that make you feel proud?
- I liked it when.....
- What did you think when you.....?
- You met your target when....

## **SANCTIONS**

Playground inappropriate behaviour will be addressed by a member of the SLT who will arrange for some time out and discuss the behaviour with children and attempt to understand the reasons for the behaviour whilst reminding children of whole school behaviour strategy. Any incidents will be recorded on CPOMS and the appropriate staff members will be alerted.

In class disruption will not be tolerated. All children have the right to learn and all teachers have the right to teach.

Children who are disrupting lessons will be:

- given one formal warning
- 5/15 minutes working in isolation
- moved to work in another classroom
- be sent to on call SLT who will discuss the behaviour with children and attempt to understand the reasons for the behaviour whilst reminding children of the whole school behaviour strategy. These incidents will be recorded on CPOMS

If inappropriate behaviour is persistent then parents and other agencies will be involved in developing personalised behaviour plans for children. This may also include a period of internal exclusion.

The Rockpools room is also available for use as an additional resource for specific KS2 children. The emphasis here is on well-being and emotional resilience.

## **SUPPORT STRATEGIES**

- Conferencing with a teacher, SLT or SENCO
- Mental health and emotional support triage system – NELF, ELSA, Nurture
- Special programme of support (sanctuary, star chart, compliance programmes etc)
- A clear focus on work and relationships through PSHE
- School Christian Vision and R.E. to include ethical issues
- Circle Time (opportunities for pupils to have open discussions in class)
- Each class to agree the responsibilities at the beginning of the Autumn Term.

## **LIAISON WITH PARENTS**

Parents will be kept informed about their child's behaviour through discussion with the class teacher. This should be recorded on CPOMS

If a senior member of staff has been called to deal with the behaviour of a child then the class teacher will be informed and will relay information to parents as necessary. The class teacher will also be informed if a child has hurt another child at playtime through CPOMS.

## **OUTSIDE AGENCIES**

Any worries about pupils should be discussed by parent and teacher as soon as they arise. Thereafter, the SENCO is involved and consideration given to placing the pupil on the SEND Register for extra support. Outside agencies may be called upon such as:

- STLS
- Educational Psychologist
- Attendance and Behaviour Service (PIAS)
- Advisers for sensory impaired pupils
- Physiotherapist
- Occupational Therapist
- Speech Therapist
- School Health
- Social Services
- Salus

## **EXCLUSION**

The Headteacher may decide to exclude a child from the school initially for a fixed period but if a problem persists and cannot be resolved. Parents will be informed of any exclusion and will be invited to a further meeting and notified of the reason for the exclusion in writing. A written record of the discussion by parents and school will be made for both parties.

Trained adults on site are authorised to physically intervene to prevent children injuring themselves or others, committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility), causing damage to property, engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupil. See positive handling policy for additional information.

**Senior Leaders**

All adults within the school are responsible for ensuring that behaviour standards are high at all times and any inappropriate behaviour should be challenged. Should staff feel they need support when challenging pupil behaviour, the help of a Senior Leader should be sought.

Reviewed 26/03/24

Approved by the Learning and Achievement Committee on 22<sup>nd</sup> April 2024

Ratified by FGB on 23<sup>rd</sup> May 2024