



Hyde Park Junior School Behaviour Policy

At Hyde Park Junior School we are inclusive, confident and enterprising learners who are brave, curious, optimistic and kind. We are ready to embrace the future.

We believe that the most important part of promoting good behaviour is the climate and ethos of the school. We believe that positive reinforcement of good behaviour is more effective than negative sanctions. We will not tolerate violence or threatening behaviour under any circumstances.

We aim to create –

A positive environment for learning

Our positive approach to behaviour management can be seen through:

- *A sense of community within Hyde Park Junior School, free from discrimination, with a recognition that we are all different and all valued*
- *A behaviour policy that is understood by all pupils and staff.*
- *A positive climate that relies upon and promotes reward and praise rather than criticism and sanction*
- *The example set by members of staff in their relationships and communications with pupils and each other*
- *Interesting and well prepared lessons that cater for individual need*
- *A well organised, colourful and stimulating environment in and around the building*
- *Varied opportunities for pupils with different interests, gifts and talents to see these celebrated*

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued. Relationships between teachers, teaching assistants and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

The following classroom practices are expected and will enhance positive behaviour:

- Class teachers and teaching assistants have high expectations for behaviour, rules and protocols are consistently applied;
- Positive behaviour is acknowledged, praised and used as a model for others (eg proximity praise);
- Classes are encouraged to help and support one another – a class ethos with collective responsibility is encouraged;
- Lessons are well planned, organised and resourced;
- Learning opportunities are designed to include appropriate scaffolding and support to ensure all pupils can achieve;
- Lessons are engaging. Pupils should not spend excessive periods of time sitting on the carpet or at desks, 'listening to the teacher';
- Pupils have a clear understanding of what they are going to learn and what they are expected to achieve at the end of a particular session;
- Classroom routines are clear and established.

Managing Behaviour

Our school rules are

We allow other children to learn

We use kind words and actions

We work hard and contribute to learn

At Hyde Park Junior School we manage behaviour by establishing clear expectations of behaviour with the pupils:

- modelling these through our interactions with one another, parents and the children;
- using specific positive praise and reinforcement;
- ensuring we are non-confrontational in our own responses.

Managing behaviour: Children with specific emotional and behaviour difficulties

Children with specific emotional and behaviour difficulties are recognised and, in conjunction with the Inclusion Lead and team leader, the teacher develops strategies to meet their needs. An Individual Behaviour Plan (IBP) may be appropriate for such children.

As part of our graduated response to supporting good behaviour, for some pupils we may also

- *structure time and give routine and consistency;*
- *help children evaluate their behaviour and set their own goals;*
- *give opportunity to learn experientially and through planned activities, independently and as a member of the group, within the safety of caring relationships and consistent responses;*
- *challenge pupils at appropriate times in order they may develop further skills and confidence;*

- *embed the understanding of cause and consequence in that behaviours elicit consequences, both positive and/or negative in nature.*

We treat one another and our pupils with respect

In our work with children and each other, we will refrain from criticism, blaming, complaining, threatening, punishing or judging.

We advocate and support recognition and praise; support and understanding; action and assertion; knowledge and negotiation; consequence and reparation; acceptance and recognition.

This will be demonstrated by our ability to:

- seek to find the positive in any situation and identify it;
- look for negotiation and explanation to support resolution;
- use language to identify behaviours, describe feelings, reason actions
- acknowledge achievement publicly;
- deflect and defuse difficult, potentially confrontational situations;
- supply alternative, preferred responses as choice options, and state consequences of choices.

There are a number of strategies that will be used throughout the school day to promote good behaviour to support pupils to behave appropriately.

These include:

- specific praise
- proximity praise
- calmness
- listening
- specific instructions

As appropriate to the situation, for some pupils we may also use

- de-escalating
- deflection, distraction, humour
- withdrawing from the group
- modelling appropriate behaviour
- challenges
- change of task
- acknowledging appropriate behaviours
- planned ignoring
- broken record technique
- roles of responsibility
- choices
- positive reinforcement

Additional support: Children with specific emotional and behaviour difficulties

As part of our graduated response to supporting good behaviour, for some pupils we may also

- *have visual prompts on display to help children with different learning styles;*
- *identify individual targets linked to promoting good behaviour and personal social and*

emotional development ;

- *allocate on the timetable each day for pupils to discuss and celebrate their progress towards individual targets;*
- *share good behaviour with parents and schools through the use of the home school folder.*

Language

- We always talk to the children in a highly positive manner, making sure that they always know what is expected of them.
- We praise them for appropriate behaviour.
- We avoid long discussions, we don't wait for compliance, we assume pupils will comply, and if possible turn away to emphasise that expectation.
- Staff thank the pupils at the end of the request rather than say 'please' at the beginning.
- When speaking to the children we remember the importance of the content of speech and tone of voice - to be assertive and not aggressive.

Language: Children with specific emotional and behaviour difficulties

As part of our graduated response to supporting good behaviour, for some pupils language is specific to context and delivered in short phrases e.g. 'sit down', 'feet on the floor'

Rules and Sanctions

The Power to Discipline:

Section 91 of the Education and Inspections Act 2006 introduced, for the first time, a statutory power for teachers and certain other school staff to discipline pupils as follows:

- Schools have a statutory power to discipline pupils for breaches of the school rules, failure to follow instructions or other unacceptable conduct;
- All teachers and other staff in charge of pupils have power to discipline;
- Only the Headteacher may make a decision to exclude a pupil for a fixed or permanent term, including the decision to send a pupil home early.
- Only the Headteacher and/or Deputy may make the following decisions:
 - Reimbursements for damaged property.
 - Immediate phone calls home.

All staff must be aware of the need for consistency, fairness, safety, respect and tolerance at all times

It is the responsibility of all members of staff to monitor behaviour.

Low-level attention seeking behaviour will be ignored where possible; proximity praise may be used to encourage appropriate behaviour. Positive attention is given when the undesirable behaviour stops.

We have a staged response to supporting good behaviour.

- We make options and consequences clear to the pupil.
- We remain calm and use appropriate assertiveness

If the learning opportunity is appropriate and the strategies to promote good behaviour are used appropriately, that is-

- proximity praise
- calmness
- listening
- specific instructions

then this should be enough to change the behaviour.

At the beginning of every lesson all the children's names are on the green circle. Everyone in the green circle is making the right behaviour choices and keeping the school and any class specific rules.

Our school rules are

We allow other children to learn

We use kind words and actions

We work hard and contribute to learning

However if inappropriate behaviour continues to be exhibited we have a staged response

Stage 1. Reminder of the rule/desired behaviour.

Stage 2. First warning.

Stage 3. Name moved from within the green circle.

At this point the child is reminded of appropriate behaviour and is put back in the green circle when they show the desired behaviour.

Stage 4. However if behaviour continues to be inappropriate the child's name is moved to the consequences board. This will usually mean removal from the group for 10 minutes but remaining within the classroom.

Stage 5. If behaviour continues to be inappropriate the child is removed from the class for 30 minutes – in another classroom. During this time the pupil will fill in the behaviour book, stating the actions they should have taken to avoid breaking a school rule.

Usually as a consequence of reaching stage 4 or 5 a pupil will stay with the teacher when other pupils are dismissed in order to discuss their behaviour with their teacher.

The Inclusion Lead and /or the headteacher will review the behaviour books weekly and will decide if a pattern suggests an individual's behaviour needs to be discussed with the class teacher.

The Inclusion Lead and /or the headteacher is informed on the day any child reaches stage 5, a discussion will then take place with the class teacher and a learning behaviour observation will be a likely outcome. A further discussion will take place with the class teacher and/or parents, following the learning behaviour observation to decide actions to be taken to support the pupil in keeping the school rules.

Rules and Sanctions: Children with specific emotional and behaviour difficulties

As part of our graduated response to supporting good behaviour, for some pupils we may also give further warnings. Normally two warnings are given before further consequence e.g. inviting a pupil to access the support in their behaviour plan e.g moving to a 'calm area', completing work elsewhere or with someone else. Some pupils will follow their own individual behaviour plan. See below 'Individualised programmes'.

In the event that a pupil becomes a danger to themselves, other pupils or staff they will be withdrawn from the teaching and learning area, the pupil will be given time to calm down, whilst being monitored by a member of staff. When the child has had time to calm down he/she will re-join the group. Staff will talk through the incident at a later stage and encourage the child to develop alternative strategies in dealing with anxiety / anger. If a child cannot be calmed down it may be necessary to contact the parent.

Following any incident, pupils should be given the opportunity to fit back into the class. When circumstances are more settled the pupil can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or "backing into a corner."

Discussion about an incident must not be attempted until the child has had time to calm down. Pupils should be encouraged to consider and discuss their own feelings and the feelings of others, then to come up with their own solutions where possible. Involving the pupil in a particular activity, which invites discussion, can be one way of calming down a situation and providing the opportunity for reflection and discussion

Individualised programmes

In most cases, difficulties with behaviour will be dealt with using the processes already described. However, in some cases the normal procedures used may have little effect upon the pupil.

An individual programme of support may include:

Adapting the curriculum – *in some cases pupils will not be able to cope all day with the set curriculum. It may be that alternative arrangements are made to meet their needs. However, the intention is for a full reintegration into their classroom so we provide activities that will support that progression.*

Individually adapted rewards– *some pupils will respond to individual rewards tailored to their interests and level of concentration.*

Providing responsibilities – *some pupils will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Pupils helping an adult or being given set routines at "trigger" times can increase their self-esteem and ease transition times.*

Taking responsibility - *Helping children to identify their own needs and take responsibility. Some children respond to verbal explanations, others visual, some require concrete strategies e.g. break cards, identified places etc.*

Sanctions for serious breaches of our behaviour policy

Where a serious breach of our behaviour policy, such as physical violence, verbal abuse, failure to follow instructions or bullying, occurs the following sanctions will be considered.

- **Separation from other pupils during lessons**
- **Working in another classroom**
- **Working in isolation outside the classroom during lessons**
- **Loss of playtime.** The pupil will still have a fresh air and exercise break but this will not be free play with the other pupils.
- **An internal exclusion.** The pupil will work in isolation for a fixed period of time, usually one day. An internal exclusion also includes the loss of playtime. If a parent keeps a child

off school on the day set aside for an internal exclusion, or removes the pupil from school during the day, the remainder of the allocated sanction will have to take place on the pupils return.

- **Withdrawal of the privilege of representing the school** for example in sporting events, the choir or drama performances.

This list is not definitive

The use reasonable force

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006)
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools do not require parental consent to use force on a student.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Parents/carers will be informed if it has been necessary to use reasonable force on their child.

Please see *Use of reasonable force -Advice for headteachers, staff and governing bodies .July 2013*, for further information.

Bullying

Whilst we acknowledge that children are in the process of learning about themselves as individuals with varying degrees of power and influence over others, we will not accept pupils bullying other pupils or tolerate bullying by adults in any form. A comprehensive response to bullying at Hyde Park Junior School is in the Anti-Bullying Policy.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- usually repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

(Source www.gov.uk/bullying-at-school/bullying-a-definition)

At Hyde Park Junior School we define bullying as-

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying involves an imbalance of power between the perpetrator and the victim.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences. We believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

At Hyde Park Junior School we help our pupils to explore the nature of friendships, to empathise with the feelings of others and to instil a sense of respect for others. Pupils are encouraged to report incidents of unacceptable behaviour. Any report of bullying will be followed up, and dealt with. Parents may be contacted as a result.