



# **Hugglescote Community Primary School**

## **Relationships and Behaviour**

### **Policy**

**September 2023**



# Hugglescote Community Primary School

## Relationships and Behaviour Policy

### The Hugglescote Way: Our Rules:

#### Be Ready; Be Respectful and Be Safe



### The Hugglescote Way: Our Values



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### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management across the school including the adults use of language when speaking to children;
- Define what we consider to be unacceptable behaviour and ensure that children, staff and parents/carers understand what the boundaries of acceptable behaviour are;
- Outline how pupils are expected to behave and how adults are expected to build relationships and deal with any poor behaviour;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

### 2. Legislation and statutory requirements

*‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to success personally. ‘Behaviour in Schools: Advice for headteachers and school staff Sept 2022*

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

- [Suspension and Permanent Exclusion Guidance](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others.

We aim to treat all children fairly and to apply this behaviour policy consistently taking into consideration individual's needs.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and the recent non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

Our Relationships and Behaviour Policy is based around the **certainty of consistency throughout the school from the adults.**

**This is referred to as the Five Pillars:**

Consistent, calm adult behaviour in speaking to children. A common language and approach from all staff.	First attention for best conduct e.g. praising those children doing the right thing.	Relentless routines i.e. having consistent routines for children to follow.	Scripting difficult conversations i.e. using key language and phrases when talking to children about their behaviour.	Restorative conversations with children after the event so they learn from it.
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## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

*Please refer to our Anti-Bullying Policy for further detail.*

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### 5.2 The headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently by ensuring that the school rules are enforced in their classes redirecting children to the expected behaviour by referring to the rules: Be Ready, Be Respectful and Be Safe;

- Having high expectations of the children with regard to behaviour, and striving to ensure that all children achieve to the best of their ability;
- Giving time to teaching the children in their care how to behave and what the expectations are;
- Rewarding effort not attainment;
- Modelling positive behaviour in the choice of language used when talking to children;
- Treating all children in their classes with respect and understanding and building mutual respectful relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Not ignoring or walking past children not following the Hugglescote Way;
- Recording behaviour incidents onto CPOMs;
- The senior leadership team will support staff in responding to behaviour incidents;
- Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the relevant professional bodies.
- The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- The pastoral team and SLT monitor behaviour incidents to identify any patterns in a child's behaviour and to ensure a fair and consistent approach throughout the school. SLT also monitor groups of children to identify trends e.g. gender, children with SEND and those pupils who are eligible for pupil premium funding.

#### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and reinforcing our school rules of 'Be Ready, Be Respectful and Be Safe' and the values of The Hugglescote Way;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Ensure their child/ children attend school on time, in the correct uniform and with all equipment necessary for the child/ children to be ready to learn;
- Enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

If the school has to use reasonable consequences in response to a child's choice of behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

## 6. Pupil code of conduct

All pupils are expected to follow the Hugglescote Way and understand what the rules of 'Be Ready, Be Respectful and Be Safe' mean.

Specific examples of this include:

- Walking around the school in an orderly and self-controlled way;
- Showing respect to members of staff and each other by using kind words and good manners;
- Knowing when to be quiet and not distracting other children away from their learning;
- Treating the school buildings and school property with respect;
- Wearing the correct uniform at all times including tucking shirts in and having the right PE kit;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## 7. Rewards and sanctions

### 7.1 Rewards

At Hugglescote Community Primary School we celebrate and praise good effort, work and achievement. We model and explain why those behaviours are good e.g. by saying: "well done for working independently, I liked it when ... because you ...."

Recognition of good behaviour where the children follow the rules and exhibit our school values, can take many forms from verbal praise to stickers, certificates, awards. Rewards are attainable for all children equally and a reward will never be taken away from a child. At Hugglescote all children are a member of a school 'house': Eagles, Lions, Turtles or Dolphins. Children earn house points for following the school rules and values. They are awarded throughout the day in increments of 1. House Points are recorded against the children's individual names using Class Dojo by the teacher and or other adults. Children are awarded individual rewards as well as group/house rewards for their achievements. Each half-term the house with the most points will earn a house reward. Annually, the house with the most points will earn a larger prize and will win the 'House Cup'.

Weekly reward or merit assemblies are held which recognises the achievements of children who follow the school rules and values.

Adaptations may be made in recognition of a child's individual needs. Individual targets and rewards may be set accordingly.

### 7.2 Sanction or Consequences

Consequences need to be immediate, appropriate, consistently applied across school and given with the aim of modifying a child's future behaviour. We have a stepped range of sanctions/ consequences across the school. These steps are:

- Reminder- of the rules and which rule the child is breaking and what they need to do to get back 'on track'. This should ideally be delivered privately and will be delivered using a microscript (see Appendix 1 for the blueprint)
- Caution- further Microscript used with a 2-minute restorative intervention happening after the lesson by the teacher/ adult
- Reflection- this will take place during the next break time/ lunchtime. A restorative discussion will take place with the teacher/adult. A child may also stay back and complete any unfinished learning during this time. Adult will log incident on CPOMs and a Weduc message will be sent home or parents will be informed via phone or in person.
- Reflection 2- where a child has repeatedly needed reflection time and/ or cautions or where a serious incident has occurred (see below) a child will have a discussion with a member of

the SLT. Adult will log incident on CPOMs and a Weduc message will be sent home or parents will be informed via phone or in person.

### **Serious Incidents:**

Serious incidents may be an action that is one off or an accumulation of smaller incidents.

Examples include:

- Physical violence- fighting, using any part of the body to harm another person, using an item like a pencil, stick, ruler, bag etc. to harm someone else;
- Swearing;
- Verbal aggression including goading, name calling, threats, insults to self, friends, staff or family members;
- Any behaviour targeting the protected characteristics e.g. racism' homophobia, ageism, sexism, disability, religious beliefs, cultures, sexual orientation,
- Bullying;
- Defiance;
- Theft;
- Damage to property;
- Putting themselves and others in danger e.g. running out of school;
- Rudeness;
- Child on child abuse including coercive control.

All serious incidents are dealt with by the Headteacher, Deputy Headteacher or member of SLT. Parents will be spoken to and often invited into school to discuss the way forward. Incidents are recorded onto CPOMs.

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on their way to and from school.

### **7.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the School Rules and 'The Hugglescote Way' in their classrooms;
- Refer to our Zones of Regulation to help support children to self-regulate their emotions and behaviour;
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons;



- Establishing clear routines for activities;
- Teaching children about how to behave and what they need to do to meet the expectations of Being Ready/Responsible/Safe;
- Communicating expectations of behaviour in ways other than verbally e.g. non-verbal gestures;
- Highlighting and promoting good behaviour;
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement.

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents/carers.

## 8.3 Exclusion

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspension/ exclusion is avoided. However, in extreme cases, it may be necessary to suspend or exclude, e.g. where allowing a pupil to remain in school would seriously harm the education and /or welfare of the pupil or others in the school.

Suspensions may be managed internally and a child may be removed from class for a fixed period of time. Full details are set out in our Exclusions Policy.

## 8.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Prohibited items may include:

- Knives and weapons;
- Alcohol;
- Illegal drugs;

- Legal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Vapes;
- Fireworks;
- Pornographic images.

Where it is necessary to search a pupil two teaching members of staff will be present. Parents will be informed, written records will be made and any further action required taken.

### **8.5 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and SLT will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.6 Drug and alcohol related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child should need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. (Please see school's policy on the Administration of Medicines).

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body every year. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding/ Child Protection policy
- Anti-bullying policy
- Addendum and revision of Behaviour Policy due to Covid-19 restrictions (should this need to be reintroduced)

**Signed:**

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Rachel Wharrad  
**Chair of Governors**

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Paul Driver  
**Headteacher**

**Appendix 1 : Behaviour Blueprint**

**Our Rules:**



**Our School Values:**



**Adult Behaviour:**  
 Calm, consistent and fair.  
 Give first attention to the best conduct.  
 High expectations from all.  
 Create, teach and follow routines.  
 Look for and reward over and above behaviour.  
 Be positive and use consistent language.

**Over and Above Behaviour:**  
 Focussed praise  
 Notes home  
 Celebration certificates  
 Dojo/ house points  
 Small items of rewards  
 Individual rewards

**Whole school Rewards:**  
 Non- uniform days  
 Parties  
 Extra playtimes  
 Watching films etc  
 Fun sessions

**Stepped Sanctions**

Reminder	Caution	Reflection 1	Reflection 2	Serious Incidents
<i>Ideally delivered privately.</i>	<i>2 minute restorative intervention happening after the lesson by the teacher/ adult</i>	<i>Takes place during the next break time/ lunchtime. Restorative discussion will take place with the teacher/adult. A child may complete any unfinished learning during this time. Adult will log incident on CPOMs and parents will be informed via Weduc, phone or in person.</i>	<i>If a child has repeatedly needed reflection time and/ or cautions or where a serious incident has occurred. Child may have a discussion with a member of the SLT. Adult will log incident on CPOMs and parents will be informed via Weduc, phone or in person.</i>	<i>Physical violence Swearing; Verbal aggression, targeting towards the protected characteristics e.g. racism' homophobia, ageism, sexism, disability, religious beliefs, cultures, sexual orientation, Bullying; Defiance; Theft; Damage to property; Putting themselves and others in danger e.g. running out of school; Rudeness; Child on child abuse including coercive control.</i>

Microscripts	Restorative conversations- not just a set of questions
<p><b>Microscript 1</b>  <i>I've noticed you are ...                      It was the rule about ... that you have broken                      You have chosen to...                      Do you remember last ... when you ...                      That is who I need to see today                      Thank you for listening</i></p> <p><b>Microscript 2</b>  <i>As 1 and You need to...I need to see you...                      I expect ...I know you will...Thank you for...                      I heard what you said, now we must.... We will...</i></p>	<p><b>Restorative 1</b>  <i>Curiosity- Are you okay? Accept where we are... I asked to speak to you because I noticed you are struggling to keep our rules. Signal where we are going: this is a pause- I want to get you back learning. Reset expectations: we have agreed that ... is one of our rules. I need you to. Offer help: how can I help you? Plan to go back in: when we go back in we will ..</i></p> <p><b>Restorative 2</b>  <i>What happened? What were you thinking at the time? How did this make other people feel? Who has been affected and how? What shall we do to make things right</i></p> <p><b>Restorative 3</b>  <i>What have you thought since? How can we do things differently in the future? Why do you think things went wrong? What will we do in the future? Who can help?</i>  <i>If you had the lesson again/ had the same choice what would you do differently</i></p>

