



The Quercus Federation

Behaviour Management Policy

Hurst Green Church of England Primary School and Nursery

This policy was adopted on September 2018

This policy is due for review on September 2019

Signed (Chair of Governors)

Signed (Head of School)

Date:

[Type text]



Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by all adults including parents / carers.
- Classroom behaviour can change and that we, as teachers, can assist children to manage their behaviour more effectively.
- Staff and parents should work together to promote and encourage good behaviour.
- Consistently applied routines and systems empower children to understand and demonstrate good behaviour.
- All children, irrespective of ability, disability, race, gender and social origin should be treated the same in line with the Equality Act (2010).

Aims of the school

We want the children to:

- Develop lively inquiring minds and a love of learning; the ability to question, argue rationally and to think independently
- Work hard and to succeed at tasks; to work both independently and co-operatively with others
- Develop a sense of self respect, self confidence and self reliance; an awareness of and sensitivity to, the needs of others
- Gain the knowledge, skills and practical abilities they will need throughout their lives; at work and at play
- Develop a reasoned set of personal attitudes, values and beliefs, an understanding of the world and their place within it
- Gain respect for the religious, cultural, spiritual and moral beliefs of others

We expect children to:

- Behave in an acceptable, courteous manner at all times
- Demonstrate respect for themselves and others
- Take responsibility for their own learning

We expect staff and governors to:

- Behave in an acceptable, courteous manner at all times
- Treat all children with respect, consistency and fairness
- Foster an environment where trust is built and positive relationships are established
- Use positive and consistent behaviour management strategies to set clear and firm boundaries for behaviour

We expect our parents and carers to:

- Conduct themselves in an appropriate and responsible manner within the school environment
- Work with the school in the management of their children's behaviour
- Take an active interest in their children's education and in the school
- Inform teachers of any issues that might affect their children at school



Children should behave in such a way as to make the school a safe, ordered and happy community. It is the responsibility of all staff to encourage pupils in this respect and to insist on high standards in all areas of the school. In this way, we will create an atmosphere in which children can work and play safely and purposefully, thus maximising the potential to succeed.

Our Rights and Responsibilities

In order to reflect our values and meet the aims for behaviour, we believe that pupils, staff, governors, parents and carers all have rights. These rights determine our individual responsibilities.

After consultation with pupils and staff, we have agreed on the following;

- It is my right to have good teaching. It is my responsibility to always try my best
- It is my right to have stimulating lessons. It is my responsibility to listen carefully to instructions and follow them
- It is my right to be treated fairly. It is my responsibility to be polite, helpful and considerate to others
- It is my right to express my opinions and beliefs. It is my responsibility to respect the opinions and beliefs of others
- It is my right to be able to move safely, considering others around me. It is my responsibility to move quietly and gently. In school, I will keep to the left.
- It is my right to be safe from harm at school. It is my responsibility to never deliberately hurt someone else.
- It is my right to expect my belongings to be safe. It is my responsibility to respect the property of others including those belonging to the school.
- It is my right not to hear bad language. It is my responsibility not to use offensive language

Legislation and statutory requirements

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](#)

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

Exceptional cases

The school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with SEN and those in the care of the Local Authority. For these children the whole school rewards or sanctions procedures may be insufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion, while ensuring the safety of and supporting those other pupils affected. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Exclusions

In exceptional circumstances, a child may be given a fixed term exclusion. In such instances, the school will follow the procedure laid down by East Sussex County Council. The school will provide the child with work to do during the period of exclusion. At the end of the exclusion period, the school will invite the child and his/her parents for a re-integration meeting and will do everything reasonable to ensure that the child is successfully re-integrated into the school. The school will notify the social worker concerned if a child who is the subject of a Child Protection Plan is excluded.

Restraint

Our Positive Handling Policy clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Key staff are trained in safe handling and de-escalation techniques.

Bullying

Any form of bullying (including cyber-bullying) will not be tolerated at Hurst Green. The school treats all incidents of bullying seriously. Children are taught how to recognize bullying and what they should do if they or someone they know is being bullied or has been affected by bullying. Pupils exhibiting bullying behaviour are supported to change that behaviour. More detail can be found in the Anti-Bullying Policy.

Parents as Partners

Parents have a vital role in promoting good behaviour in our school, and so effective home-school liaison is important. At Hurst Green we give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in the school are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to



parents and the relevant key staff (dependent on the type of need) so that strategies can be discussed and agreed before more formal steps are required.

We expect parents:

- to keep us informed of behaviour difficulties they may be experiencing at home;
- to support the school in implementing its behaviour policy through positive reinforcement of expectations at home and at school;
- to inform us of any trauma (both physical and emotional) or need which may affect their child's performance or behaviour at school; and
- to inform us of their child's ill health and any absences connected with it.

The school will:

- promote a welcoming and supportive environment that engenders positive behaviour and attitudes;
- give parents regular constructive and positive comments on their child's work and behaviour;
- encourage parents to come into school on occasions other than parents' evenings;
- keep parents informed of school activities and opportunities by newsletters and through the school website;
- ensure parents are involved at an early stage when there are any concerns about their child.

Where a pupil's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents.

Systems and Procedures



Class Rules

Class rules are derived from the above rights and responsibilities. They will be displayed prominently in every class. They will be explicitly taught and frequently referred to.

Playground Values

Playground values are derived from above rights and responsibilities. They will be similar to the classroom values, but appropriate for outdoor areas. They will be displayed in the playground.

Moving around the school – whole school values

We expect everyone to:

- Listen carefully to instructions from adults and follow them
- Walk quietly, sensibly and safely around the school at all times, keeping to the left
- Respect the whole school environment and all property, whether shared or personal
- Hold doors open for others when appropriate
- Be courteous and kind at all times

Positive reinforcement and rewards

We believe that praise and positive reinforcement are a powerful means of reward. All children respond to praise, particularly when in front of peers. These will include:

1. Children are given praise when appropriate and will be sent to other classes or the HT to show good work and receive praise.
2. Celebration Worship on Fridays: during this assembly the Head of School will present certificates to at least one child from each class. Children will be nominated for the Headteacher Award by their Class Teacher for anything beyond our usual expectations- such as particularly good behaviour or for producing a very good piece of work.
3. Class Dojo: Class Dojo is used as a reward in all classes, and all parents have the opportunity to see how their child is doing by logging on online. The child in each class will be awarded a certificate in the Friday Celebration Collective Worship. Children with 100% attendance that week will also receive five Dojo points.
4. Children who get a score of 95% or more green Dojo's will receive 'Dojo' time each week. This is taken by each class teacher for 20minutes. Each class will decide how to spend this time e.g. extra play.
5. Individual classes or individual pupils may have their own reward systems in addition to this that do not feed into whole school systems, in order to address specific needs. As a general rule, we will not reward pupils with sweets and we will avoid raffles or other such systems that undermine effort by introducing an element of chance.



Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimize disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour,
- Allow early involvement of parents, line managers, Inclusion Leader and other agencies.
- Do everything reasonably possible to avoid exclusion from school.

Children must understand why they are being sanctioned.

1. Verbal warning – pupils are reminded of the school's expectations.
2. Nursery – Children are given a verbal warning and their behaviour is explained to the child. If the poor behaviour continues the child may be asked to leave the activity they are doing or a practitioner may intervene to model appropriate behaviour e.g. sharing. If poor behaviour continues the child may be asked to sit out for a maximum of 5 minutes, reasons for this will be explained to the child.
3. Reception/KS1 – Children are given a verbal warning and their name is highlighted on Class Dojo (this is removed if the poor behaviour stops). If it continues a red Dojo is given.
KS2 – Children will be given a verbal warning, if poor behaviour continues a red Dojo will be given.
4. Time out within the classroom – a change of environment is undertaken to remove unwanted stimuli from the pupil and encourage a calm, secure and purposeful atmosphere.
5. Time out in paired class or shared space and parents contacted informally by class teacher - loss of playtime, discussion with class teacher regarding expectations and investigation of any behavioural issues raised.
6. Time out with a member of the Senior Leadership Team who informs parents and records incident on Pupil Record. Further sanctions and strategies implemented as necessary.
7. In extreme cases, where there is a health and safety concern for either the pupils or adult, a child may not be allowed to participate in certain activities.



Example of more serious incidents	Action
Chatting in class / Collective Worship, not paying attention, running in corridors, low-level disruption	Step 1: Verbal reminder Step 2: Verbal warning, visual reminder provided i.e. name on board. Step 3: Time out in another area of classroom or a change of environment or resources, or move to another seat in the hall.
*Biting (dependent on context/age)	Step 4 (upwards) Time out in another classroom, parents informed by class teacher
Spitting (intentional)	Step 4 as above
Hitting (dependent on context)	Step 4 (upwards) as above
Refusal to comply with an instruction from a member of staff	Step 4 as above
Swearing at someone	Step 4 as above
Repeated physical, inappropriate or aggressive behaviour	Step 5 – refer to SLT, time out, parents informed.
Wilfully damaging property	Step 5 as above
Stealing	Step 5 as above
Racist comments	Step 5 and refer to Anti-Racism policy
Bullying	Refer to Dealing with Bullying section
Bringing an offensive weapon into school e.g. penknife	Step 5 as above

* Teacher/adult judgement is always used depending on the age and circumstances.

Physical restraint

This should only be used in exceptional circumstances, usually where a pupil is at risk. Physical restraint of any kind should only be used by those staff who have received the relevant handling training, and who are designated to do so. While there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground.

If a pupil necessitates time out from their class they should not be “sent to” someone as a sanction without an accompanying member of staff, as there is no guarantee that the child will arrive or that person will be available. However, in situations where another staff member is required, they should be called for via the school office, who can determine the most suitable staff member available. The designated staff member should go to the child rather than vice versa in these instances.



Leaving the Premises

If a child should leave the premises, staff should be aware of the risks of following them. They may be placing a child in greater danger by doing so. The Head of School or Executive Head should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade them to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police to be informed (though the school reserves the right to do so of its own accord.) If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. The Head of School, or the member of staff in charge, will decide on the consequence for the behaviour taking into account the full details relating to the incident.



Appendix 2

What the Law Allows

DISCIPLINE IN SCHOOLS – TEACHERS’ POWERS

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

Dealing with Poor Behaviour

What the law allows:

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - b. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and it must not



breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

3. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
4. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
5. Corporal punishment is illegal in all circumstances.
6. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

PUPIL'S CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS' POWERS

What the law allows:

7. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
8. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
9. Subject to the school's behaviour policy, the teacher may discipline a pupil for:
 - a. *any misbehaviour when the child is:*
 - a. taking part in any school-organised or school-related activity or
 - b. travelling to or from school or wearing school uniform or in some other way identifiable as a



pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- c. could have repercussions for the orderly running of the school or
- d. poses a threat to another pupil or member of the public or
- e. could adversely affect the reputation of the school.

Detention

What the law allows:

10. Teachers have a legal power to put pupils (**aged under 18**) in detention.

11. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside school hours they must give parents 24 hours notice, in writing.¹ They do not have to give 24 hours notice for a lunchtime detention.

12. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent;
- b. weekends - except the weekend preceding or following the half term break;
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

13. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

14. Parental consent is not required for detentions.

15. The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel

¹ A clause in the Education Bill currently before Parliament proposes to remove the requirement in England to give parents 24 hours notice of a detention. If Parliament approves this change we will update this guidance accordingly.



arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.

16. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

17. The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and
18. protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out
19. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')². The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document
20. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

More detailed advice on confiscation is provided in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

Power to use Reasonable Force

21. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is

22.

² The Government announced their intention to make regulations to add pornography, fireworks, cigarettes and other tobacco products to the list of prohibited items. Subject to Parliamentary approval, we will update this section of the guidance in due course.



available in 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Appendix 3

Specific Rules relating to Property and Uniform

Food and Drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks, unless otherwise requested by the school e.g. class party.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. In some situations studs will be covered with microporous tape to prevent injury. Parents should provide this tape.

PE Kit

Appropriate clothing must be worn for all PE activities.

School Uniform

Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Head of School. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Head of School in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.