



The Quercus Federation

Behaviour for Learning Policy

Hurst Green Church of England Primary School and Nursery

This policy was adopted on September 2020

This policy is due for review on September 2021

Signed (Chair of Governors)

Signed (Head of School)

Date:

[Type text]



At Hurst Green School our Christian Vision shapes all we do.

Living, Loving and Learning with God.

At Hurst Green we believe that every child has the right to 'Live, Love and Learn with God'.

The vision of our Church school is to discover and develop the full and divinely entrusted talents of each individual within a secure and caring Christian community.

Our six 'Core Christian Values' are intrinsic to our school they are: Forgiveness, Compassion, Wisdom, Trust, Perseverance and Friendship.

Aims

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

Governors

- Be responsible for the effective implementation, monitoring and evaluation of this policy

Staff

- Create a welcoming environment with good displays of pupil's work to develop self esteem by showing the value of every individual's contribution
- Organise classrooms to develop independence and personal initiative e.g. resources, furniture
- Be consistent and apply a positive approach towards discipline
- Promote and celebrate pupil effort and achievement
- Establish quality relationships with the children
- Promote high expectations for all school activities

Children

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



Parents and Carers

- 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

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](#)

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 recognise 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 information 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.



Appendix 1

Systems and Procedures

Class Rules

Class rules are devised by each class at the beginning of each academic year. They will be displayed prominently in every class. They will be explicitly taught and frequently referred to.

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 Headteacher 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 Monday Collective Worship.
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 20 minutes. 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.

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.
- Minimise 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 Concern Form’. 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.
8. More serious behaviours e.g. swearing, biting, spitting, stealing, hurting another child or adult will be dealt with by the teacher/senior leader/headteacher as appropriate. The context of the incident, age of the child and event preceding will be taken into account when deciding on the actions taken.



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 Headteacher or senior teacher 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

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. All clothing including coats should be named.

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 Headteacher. 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 Headteacher 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.