

Behaviour Management Policy

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Introduction

All children are unique and we believe this is the key to understanding, acknowledging and acting on children's behaviour. We commit to supporting and caring for children and their families based on their individual needs.

Expectations of children are realistic and achievable; we aspire for children to demonstrate socially acceptable behaviour, having respect for themselves and all others.

We recognise there are reasons for the way in which a child behaves and endeavour to establish these in conjunction with supporting the child and their family.

Aims

- Parents and carers understand and share our approach to behaviour to ensure consistency for the child at home as well as at Hemdean House School
- Children understand the expectations, rules and boundaries within Hemdean House School
- Children treat themselves, peers and adults with respect
- Children are polite and well mannered
- Children are confident with a high self-esteem, self-discipline and independence
- All undesired or concerning behaviour will be identified and addressed
- To provide the basis for the development of a positive, whole-Hemdean House School, ethos towards behaviour
- Create an environment which encourages and reinforces good behaviour
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the school's expectations and strategies are widely known and understood
- Provide guidance and support for staff when dealing with inappropriate behaviour

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus, Hemdean House School has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to Hemdean House School a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We also recognise that behaviours may arise from SEND or mental health and wellbeing. At Hemdean House School we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Physical Intervention

We only use physical intervention if it is necessary to prevent personal injury to a child or an adult. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents/guardians of the child will be informed about it on the same day.

Legislation

The Children Act 1989 and 2004, Every Child Matters 2004, the Child Care Act 2006, the Statutory Framework for the Early Years Foundation Stage and Practice Guidance for the Early Years Foundation Stage 2014, Equality Act 2010, Children and Families Act and the UN Convention for the Rights of Children, UNICEF 1989 prohibit the following:

- Smacking and hitting
- The use of any type of physical force/corporal punishment
- The threat of physical force/corporal punishment as a deterrent
- Shouting at a child (exceptions are only accepted if raised voices are used to prevent harm or to ensure safety of children)
- Bullying children as a form of discipline
- Humiliating children as a form of discipline
- Direct and hurtful criticism
- Unnecessary criticism
- Insulting a child
- Cruelty to children
- Withholding food/milk/drinks or forcing children to ingest anything they don't want to

Roles and responsibilities

- All members of The Governing Body understand and fulfil their responsibilities namely to promote good behaviour amongst pupils by ensuring that:
 - A written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil's misbehaviour
 - The policy is implemented effectively
 - A record is kept of the sanctions imposed upon pupils for serious misbehaviour
- The Headteacher will:
 - Work with all members of Hemdean House community to ensure high standards of behaviour at all times.
- It is expected that Staff will:
 - Ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials

- Ensure that lesson objectives and work requirements are clearly set out and progress is monitored carefully
 - Ensure that lessons start and end on time
 - Ensure that students are emotionally and physically safe in Hemdean House
 - Make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable
 - Challenge inappropriate/unacceptable behaviour
 - Staff members are expected to demonstrate to students courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks. In other words, they are expected to be good role models
 - Staff should use restraint only in lawful circumstances, for example to prevent pupils from hurting themselves or others
 - Staff should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities
 - When observing behaviour Safeguarding will be considered
 - Staff are sensitive, patient, understanding and calm
 - Children and their families are treated with utmost respect and dignity
 - Staff will use constructive positive direction/instruction and not highlight what they are not doing but what they can do and what would like to be seen
 - We talk to the children at their level and when drawing a conversation to a close staff will always confirm a child understands, and they know they are still cared for
 - Children are given praise and encouragement for their behaviour and achievements
 - All staff will communicate effectively with one another in order to operate and practice consistently, ensuring all children's behaviour is managed consistently throughout Hemdean House School
 - Make reasonable adjustments under the Equality Act 2010 for pupils with special educational needs and disabilities.
- It is expected that pupils will:
 - Be punctual, wear School uniform, wear suitable shoes be organised and have the appropriate equipment for lessons
 - Do their best at all times, take pride in their work, value education and develop a love for learning
 - Show respect, care and consideration to others
 - Listen when staff and other children are talking
 - Show respect for the Hemdean House environment
 - Follow Hemdean House's rules and expectations
 - It is expected that Parents/Carers will:
 - Ensure that their child (ren) arrive on time

- Ensure that their child wears Hemdean House School uniform and has the correct equipment for all of their lessons
- Contact Hemdean House School if their child is absent or late
- Ensure their child behaves appropriately whilst at Hemdean House School
- Support the Staff if sanctions are applied to their child for inappropriate or unacceptable behaviour

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Record keeping through the children's profiles can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

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

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child to avoid resentment.

Lunchtime Behaviour

Lunch Supervisors play a major role in managing pupil behaviour outside the classroom and will be supported by the SLT when necessary.

Child Centred Initiatives

The Head and SLT are tasked with keeping a check on new children, to devise rules for behaviour around school, in the dining room, in assembly and outside, to deal with minor cases of negative behaviour and to report any such behaviour to a member of the Senior Leadership team.

Children may suggest ways in which the Hemdean House community can run effectively and happily for all.

At the beginning of each school year, pupils set their class rules together with their class teacher. Any specific child abuse issues must be referred immediately.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole

Rewards and Sanctions

Throughout each week, pupils from every year group receive Dojo points.

Dojo points are given out during the week for good work, kindness, manners and general helpfulness in class. These are collected for each child and counted up at the end of the week.

In the early years a cube system is in place. The children collect cubes for good behaviour, trying their best, kindness and working hard. At the end of the week, the children count their cubes and a small prize is awarded for the winner.

In each year group, a 'star of the week' is awarded. This will be given to a child that has made a special achievement during the week. They will then be awarded a star badge of which they will wear for the week.

In addition, the Headteacher and/or Subject Specialist teachers may award certificates, for example for excellent Team Work in PE or excellent collaboration in lessons.

Our emphasis is on rewarding good behaviour rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Recognition is also given through the following immediate rewards:

- Verbal praise
- Dojo points

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Hemdean House community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanction should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required in the future
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- The punishment should always be proportionate to the behaviour exhibited and must not discriminate against any individual child

Sanctions include expressions of disapproval, time out, withdrawal of privileges, referral to a member of the Senior Leadership team and communication with parents. Ultimately, and in the last resort, exclusion (following Hemdean House School's discipline procedure). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

The Deputy Head Teacher will arrange weekly meetings with the children that are displaying frequent disruptive behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole Hemdean House procedures should take place to eliminate these as contributory factors. A plan may be needed, with advice additional specialist help and advice from the Educational Psychologist, wellbeing practitioner, the SENCO and/or Pastoral lead. This possibility should be discussed with the Head Teacher.

Minor issues of poor behaviour will be communicated to parents via a child's School diary. Parents will be spoken to if a behavioural issue is more serious. In the rare cases where a misdemeanour is not serious; but, the subject matter of the misbehaviour is sensitive and potentially inflammatory (e.g. sexism, racism etc.), parents will be spoken to directly rather than a giving written message in a child's diary.

Advice may be sort from outside professionals and a behaviour plan written if a child is persistently offending despite following these procedures consistently.

Levels of Behaviour and Sanctions

Level	Type of Behaviour	Action	Examples of Sanctions
1	1 st instance - Unkind words, Action	CT to speak to pupil and/or PSHE Lesson if whole class issue	Reminder of acceptable behaviour Verbal Apology
2	2 nd instance - Unkind Words, Actions	CT to speak to pupil and get them to reflect on their behaviour and note to be put in pupil's diary	Infants to reflect verbally on their behaviour with CT Juniors to write a written apology
3	3 rd instance/repeated – Unkind Words, Actions	Pupil to see Deputy Head CT to speak to parents	Written reflection and possible weekly meeting with DH
4	Unacceptable physical behaviour or sensitive or potentially inflammatory comments (e.g. racist)	Pupil to see Headteacher Parents to have meeting with HT and pupil present	Pastoral plan put into place

Procedures for Exclusion

An exclusion of a pupil is normally a temporary period of enforced absence away from Hemdean House School after which time the pupil is expected to return. The sanction may be used to allow time for: a full investigation to take place, involved parties to have the opportunity to reflect on their behaviour, as a sanction when other sanctions have proved ineffective, and/or as a deterrent to the pupil and/or others.

Prior to excluding a pupil, the Headteacher will ensure that a proper investigation is carried out, consider all the evidence collected, take a full statement from the pupil(s) concerned allowing them the opportunity to present his/their version of events, attempt to ascertain that a full and fair picture of the background to the event(s) has been given, and consult with others where necessary.

The Headteacher is the only person with the legal power to exclude a pupil. Exclusions will normally be for a period of not less than one day and not more than forty-five days in a traditional school year. The Chair of Governors will be informed of any exclusion.

Upon returning from a period of exclusion the behaviour of the pupil will be monitored and behaviour management strategies implemented to assist in improving the pupil's behaviour. Where a pupil's behaviour continues to be unacceptable a further period of exclusion may be utilised and, in the last resort where there appears little prospect of improvement or where the behaviour is sufficiently poor, permanent exclusion may be considered by the Head Teacher.

The parents of a pupil have the right to appeal against any decision by the Head to exclude their child. Any appeal must be put in writing to the Chair of Governors within 2 days of the exclusion being given.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in Hemdean House School are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the child's key person or class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of Hemdean House School life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if Hemdean House School requires their support in dealing with difficult issues of unacceptable behaviour.

Hemdean House School will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Links with other School policies

This policy only works if it ensures that the whole school community understands the steps that need to be taken to respond to support behaviour management.

This policy also needs to be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Staff Behaviour and Code of Conduct

Monitoring and Evaluation

The Deputy Headteacher will evaluate the impact of this policy by analysing pupil data on:

- Number and range of rewards for good behaviour each term
- Number of fixed-term and permanent exclusions
- Number of lesser sanctions and other analysis of behaviour
- Instances of bullying and action taken
- Support provided for the victims

This policy will be reviewed at least annually, considering feedback sought from the staff and parents on the effectiveness of the policy.