



Positive Behaviour Policy

Date of review and acceptance by governors: 05.05.2021

Date reviewed: 13.7.23

Scheduled review date: Summer 2024

Introduction

School behaviour expectations are concerned with safety and thoughtful, caring behaviour towards everyone in the school community. This document revises the school's policy for behaviour and sets out Hunloke Park School's aim and philosophy towards promoting high standards of behaviour in our school. It is written in conjunction with the school's anti bullying policy.

Aims of the policy

At Hunloke Park School we aim to create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.

We aim to encourage a partnership between children, parents, carers, and staff so that school and home work together for the mutual benefit of the child. Parents have a vital role in promoting good behaviour, and parental influence is critical in shaping pupil attitude and behaviour.

Following consultation with staff, parents/carers, governors, and pupils, a set of School Expectations has been agreed and they are displayed around the school and discussed in assemblies.

Hunloke Park School Expectations

Positivity	P	Have a positive mindset and be brave in all we do.
Respect	R	Respect our school environment and everyone in it. Take pride in ourselves and our school.
Inclusion	I	Show kindness and consideration. Support each other and admire our differences.
Determination	D	Set high targets for ourselves and be a learning super-hero. Be the best we can be.
Enjoyment	E	Have fun and love learning.





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

General Management

- The Positive Behaviour Policy to be available to parents via the school website and on request via Parent Hub.
- The School Expectations are discussed regularly both in class and at assembly time, and always at the beginning of a new school year.
- Zones of regulation are used by the pupils to regulate their own emotions.
- Restorative practice is used to address playground issues.
- Class teachers discuss issues in circle time/PSHE.
- A Home/School Agreement is in place.

Children with Additional Needs

Children with emotional or behavioural needs as a result of an additional need may be supported through a behavior support plan, which is devised by all the adults involved in supporting the child's development and aims to ensure consistency in approach by everyone.



Encouraging Positive Behaviour

In classes and throughout school we support positive behavior and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring Pupil attendance and taking swift action where necessary
- Constructive whole school planning for PSHE and circle time using 'PSHE Matters'.
- Bucket filling concept (jars in classrooms) adopted by the whole school
- Dojo's rewarded for individual behavior achievements (every 10 individual points equals a marble towards the whole class jar).
- Assemblies to celebrate individual, group and whole class achievements.
- Providing calm areas for reflection (including restorative practice) and strategies to reduce anxiety e.g. breathing exercises, sensory breaks and Lego therapy.
- Developing the voice of the child through e.g. through the school parliament and planned debate sessions within the curriculum.
- Encouraging our children to see themselves as part of the whole school community and recognizing their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Use of rewards and other incentives as motivational tools.
- Playground pals
- Digital leaders
- Anti-stigma ambassadors
- Parental involvement – volunteers, PTA events and school events
- Community links

At Hunloke park Primary School we believe it is vital that positive behavior is rewarded through sets of rules, both in the classroom and around school, and a reward system that is transparent to the pupil that is applied consistently and fairly.



THE PEOPLE BEHIND A SUCCESSFUL BEHAVIOUR POLICY

The governing board:

The governing body of Hunloke Park Primary is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Hunloke Park Primary School giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

- Preparing stimulating lessons
- Setting firm and consistent expectations
- Developing and maintaining a Class Behaviour Plan in consultation with the children
- Giving rewards and following up on unacceptable behaviour with consequences
- Developing an active partnership with parents to promote good behaviour
- Ensuring that parents receive positive and constructive comments about their children's work and behaviour, verbally, in writing, or on the telephone
- Involving parents at an early stage when disciplinary problems arise
- Looking for signs of distress

All Parents

All Parents are expected to re-inforce the School Expectations at home and to support their children and the school in enforcing the home/school agreement.

All Staff

All staff have a responsibility for behaviour and discipline both in and out of the classroom. Good communication and consistency of high expectations across the staff team is essential



for good discipline and any significant incidents of good or poor behaviour should be reported to the appropriate staff member as soon as possible. All staff can award Dojos for appropriate positive behavior.

Concerns about children's behavior or any worrying incidents can be recorded by staff using CPOMS, which records concerns and builds a chronology of actions. Each entry alerts the safeguarding leads by email and they then take any follow-up action or alert others.

Lunchtime Supervisors

Lunchtime Supervisors have the same opportunity to reward and refer or report children according to their behaviour. Good behaviour may be rewarded with stickers or Dojos. Incidents of poor behaviour should be referred to the Senior Supervisor and dealt with as far as possible before the resumption of lessons. All incidents and the following actions taken are recorded in the Incident and Communication book kept in the medical room.

If incidents are more serious, then lunchtime supervisors will report them to the class teacher, or if appropriate, the head teacher. The teacher will then decide upon appropriate consequences for the child and record on CPOMS if appropriate.

Lunchtime Supervisors monitor the use of outdoor and indoor play equipment at lunchtime and, when appropriate initiate playground games with the children. They actively try to involve and include children into play with others whilst also respecting that some children prefer to spend some time alone.

Lunchtime supervisors nominate a class each week for the Class of the Week Award, based on the behavior expectations.

Extended Services and Clubs

Extended Services and Club Leaders operate a red and yellow card system to make sure all children enjoy their clubs without interruption. If the coach/leader (with the discussion of school staff) finds the behaviour unacceptable, they will issue a yellow card, if the behaviour continues they will issue a second yellow card.

If, at the next session there is no improvement in behaviour a final red card will be issued. Your child will not be able to attend the service/club for the remainder of the term.

If a child's behaviour compromises the Health and Safety of themselves or others then the child will no longer be allowed to attend either or both Extended Services and/or extra-curricular clubs.

THE PROCEEDURE BEHIND A SUCCESSFUL BEHAVIOUR POLICY

Class Rewards



Rewards are a powerful tool for teachers to use and are crucial for the success of any behaviour policy. It is recognised that children sometimes misbehave because of low self-esteem and that all children benefit from positive recognition and praise. Rewards can be given for any action that deserves recognition such as good manners in the dining hall, polite behaviour, sporting achievement, effort in classwork or kindness to others. The general practice of classroom and school management involves many rewards being given to children on a daily basis. These may include:

- Non verbal reinforcement such as an encouraging smile
- Written praise including comments in children's workbooks, reading records and notes home to parents
- Verbal praise either on a one-to-one basis, or in front of a larger audience such as the class or in a whole school Special Mentions assembly which take place each Friday
- A mention Special Mentions Assembly on Fridays and a notice on the newsletter/class dojo – whole school page.
- A dojo awarded to their account (for being on task, having a growth mindset for exceeding school behaviour expectations etc.) which parents can see in order to reinforce the praise given during school time.
- Jars being filled for individual and whole class achievements – pupils to choose whole class reward for a full jar.

Sanctions

If a child displays unacceptable behavior in or out of class (examples listed in appendices 1 and 2) then the incident will be dealt with in the first instance by the class teacher. Pupils will be given 3 warnings followed by incremental loss of playtimes.

If the child continues to choose poor behavior choices, they can be moved to another classroom for a short time to consider their behavior. If the behavior continues further the pupils will be sent to a member of the senior leadership team. The following steps may be taken as necessary:

1. Phone call or letter sent home informing parents of inappropriate behaviour
2. Staff /parent meeting to discuss appropriate actions at home and at school, agreeing consistency, rewards and sanctions.
3. The application of an individual behavior plan including a separate reward system.
4. Involvement of outside agencies if required (e.g. CAMHS, MAT team or the Behaviour Support service)
5. Fixed term exclusion
6. Permanent exclusion



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 the bus on the way to or from school.

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.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

Serious unacceptable behaviour

There are some behaviours that will not be tolerated in school and examples of these are given in appendices 1 and 2.

In extreme cases the Head teacher could exclude pupils for a fixed period of time, the Derbyshire Exclusion Processes and Procedures will be followed.

Appendix 1

Examples of unacceptable behaviours (their seriousness depending on the intensity, frequency and duration of these behaviours.)

1. Continually breaking classroom expectations (low level, high incident disruptive behaviour)
2. Swearing at another child
3. Not following or ignoring instructions given by any adult in school
4. Irritating and distracting neighbouring children by talking or behaving inappropriately, or by inappropriate contact.
5. Taking other children's or school's property without permission
6. Putting other children down by comments, name calling, laughter or 'looks'
7. Electronic or cyber versions of 5

Appendix 2

Examples of behaviour that on their own would be considered serious offences and that will not be tolerated in school.



- Rude or offensive behaviour to staff such as arguing with instructions, muttering under the breath, swearing, laughing when being told off, answering back or walking away from a reprimand
- Not following adult instructions, particularly in situations where a child's safety is at risk
- Unprovoked physical violence of any kind including spitting at another person
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralized
- Discriminatory behaviour
- Vandalism of school property and buildings
- Theft
- Leaving a classroom or the premises without permission

Appendix 3

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about



	sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.