



Hallaton Behaviour Policy

In order that our pupils can reach their full potential and become well-rounded independent learners, we recognise the importance of excellent behaviour and it is a pupil's responsibility to achieve this.

Aims and Objectives:

- The whole school uses positive behaviour management in the first instance
- Pupils build self-discipline through positive affirmation to prepare them for life after Primary School
- All the school community model excellent behaviour, inoffensive language and manners
- The 5 R Star Learning Powers and The Christian Values underpin the model of excellent behaviour
- By displaying the 5 R Star Learning Powers or Christian Values children are rewarded by Dojos, stickers, Headteacher's award, and 5 R Star Certificates.

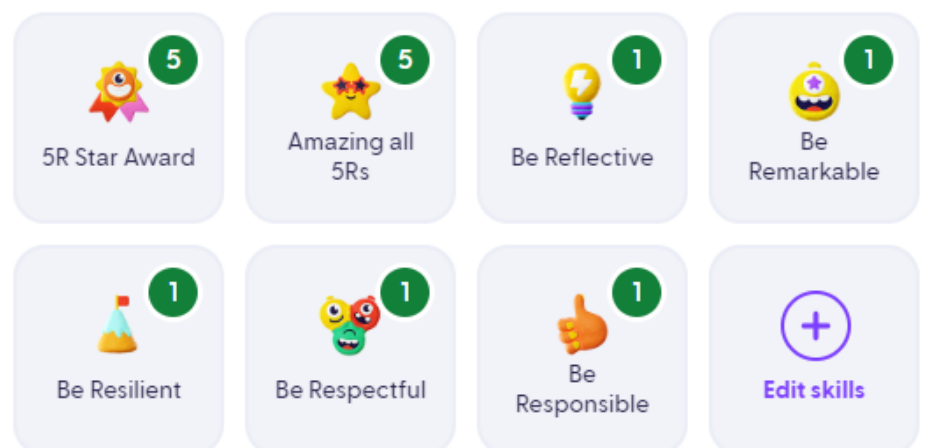
Behaviour at Hallaton - The Hallaton Way

At Hallaton our policy is one of **positive** discipline and we follow The Hallaton Way (see Appendix 1). This means that there should be plenty of "positive" praise from all members of our school community not just class teachers. All members of the school community can award Dojo's and positively praise the children's behaviour. Staff establish the standard of behaviour expected for everyone's well-being and safety. We also encourage children to point out other children's positive behaviour. Our 5 R Star Learning Powers, linked with Christian Values, are displayed in every classroom and children are reminded of them by the awarding of Dojo points.

All our staff understand that behaviour stems from a need to communicate and we take an empathetic view to understand and meet the needs of the child to address and support any adverse behaviour; using restorative practice techniques and ELSA support.

Rewards

Each class has Class Dojo set up, which rewards the children for display our 5 R Stars (which are all linked to our Christian Values).



The class teacher sets a whole class target of the week/term and if achieved the children will receive a whole class treat.

If the children achieve 500 dojos they will be awarded a bronze star badge, 1000 a silver star badge, 1500 a gold star badge.

Weekly Celebration assembly takes place every Friday with each class choosing one or two children to receive a certificate for being the 5 R Star of the week. Children will be chosen based on their achievements during the week and linked to one of our Learning Powers. The assembly will be whole school at 9:00am with parents invited.



Consequences of poor behaviour

If the children display poor behaviour (some examples as listed below) then they will be given a warning first. Unacceptable behaviour e.g. repeatedly talking when an adult is talking, low level disruption;

- Saying or acting in an unkind way towards others
- Not following the instructions of an adult
- Not completing work to an expected standard.



If they choose not to change their minutes of Playtime or Lunchtime

stay with a designated teacher for the time allocated. KS2 will lose at least 5 minutes, KS1 at least 1 minute.

behaviour choice then they will lose (whichever is closest); children will

Children that have been sent to the Headteacher during the week due to their extreme poor behaviour will go to her office to miss all or some of their playtime or lunchtime depending on what the issue was. (e.g. purposely physically hurting a child). This behaviour incident needs to be logged on CPOMS.

If a child has lost minutes for three times in a week then their behaviour is logged on CPOMS and children will spend their next playtime or lunchtime in the Head's office, reflecting upon their behaviour and undertaking a restorative conversation.

Repeated poor behaviour where playtimes or lunchtimes have been missed and spent with Headteacher, more than three times in a half term then a report system is put in place so that the child is given regular support and monitoring.

Through the following measures we aim to prevent, bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks:

- PSHCE and RSE curriculum includes learning on respectful, healthy relationships
- Online Safety as part of Computing Curriculum for each year group
- Whole school anti bullying week activities
- Year 5&6 Warning Zone Visit
- NSPCC workshops
- Marking Internet Safety Day
- Support from HAB - anti-bullying charity
- Protected characteristics are taught as part of the curriculum and whole school assembly

Any child who chooses to partake in any type of bullying or discrimination will receive consequences as above for poor behaviour and also further support to educate them on making better choices.

Report System

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by appropriate member of staff to say that they have passed the expected standard of behaviour.

If a child fails three times, the next report will be issued. After passing a report the child will step back a level i.e. from red to yellow then to white then off report

Consequences for being on Report include:

Review of privileges whilst on report - for instance the potential adjournment of a responsibility or not being able to participate in a particular event e.g. representing the school in a sporting event.



Lunch or playtime is lost and children restorative conversations.

spend time with an ELSA taking part in

When a child is placed on any report a meeting will be arranged with the parents. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home.

Completed reports are logged on CPOMS.

A failed Report may lead to an internal exclusion or a reported fixed term exclusion.

The Headteacher can take the decision to exclude a child. The National Exclusion Guidelines are followed at all times.

SEN

Children with additional needs, may have extra Reward Systems and Positive Behaviour Plans (see appendix 2), in place to support their specific needs, and ensure they can be supported to show positive behaviour and regulate in a crisis. As a school we use Zones of Regulation as an aid to support self-regulation. www.zonesofregulation.com/how-it-works/

Safeguarding

Our school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read Hallaton Child Protection Policy.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff follow our Positive Handling Policy; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary and be part of an agreed Positive Behaviour Plan.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age).
- to gently direct a pupil.
- for curricular reasons (for example in PE, Drama etc).
- in an emergency to avert danger to the pupil or pupils.



If handholding is being used by an adult children, this can become a restraint. an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

as a method of control to move We encourage the use of the 'offering

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

Claire Stevens - Headteacher **Date: 29.08.24**

Agreed by Chair of Governors: Ali Rutherford **Date: 25.09.24** To be reviewed every year



The Hallaton Way

We show our 5R's: *We are Responsible, Respectful, Reflective, Resilient, Remarkable.*
 We demonstrate our Christian Values: *Justice, Kindness, Endurance, Friendship, Wisdom.*

In Collective Worship we **reflect** on our lives and others:

- We walk into assembly quietly listening to the music and wait patiently for others
- We listen respectfully to others' views
- We share our thoughts by raising our hand.
- We are respectful of others' beliefs.
- We join in singing respectfully.
- We walk quietly out of assembly when told, line by line.

In class we show **respect** to everyone and everything

- We use our manners - saying please, thank you and you're welcome.
- We tidy up after ourselves and each other.
- We praise each other when we deserve it.
- We put our hand up when we want to speak in class.
- We listen to our teacher and our class mates with respect.
- Obey instructions given the first time.
- We keep chair legs on the floor and stay seated during lessons unless instructed.

At break and lunchtime we play **responsibly**:

- We play kind games.
- We invite everyone to join in.
- We follow the rules of a game.
- We ask an adult or sports leader for equipment.
- We look after the play equipment and tidy it up when we have finished.
- At the end of break we stand still and raise our hand when an adult raises their hand.
- We walk to line up in silence.

In the dinner hall we are **responsible**:

- We say please and thank you for our food.
- We sit at the table and use a knife and fork.
- We are quiet when we are eating.
- We ask to leave the table.

We always walk quietly around the school to keep us and others safe.



Appendix 2

Hallaton Primary School

Positive Behaviour Plan

Name of Pupil:

Class:

Diagnosis:

Date of Plan:

review date:

<u>Stage 1 – Anxiety</u> Blue Zone, Yellow Zone	<u>Staff Response</u>	<u>Stage 2 – Defensive</u> Yellow Zone	<u>Staff Response</u>
■	■	■	■
<u>Stage 3 – Crisis</u> Red Zone	<u>Staff Response</u>	<u>Stage 4 – Recovery</u>	<u>Staff Response</u>
■	■	■	■
<u>Stage 5 – Depression</u>	<u>Staff Response</u>	<u>Stage 6 – Debrief / Reflection</u>	<u>Staff Response</u>
■	■	■	■
<u>Common triggers / Dislikes</u>		<u>Praise Points / Motivators</u>	
■		■	

Key or Additional Information relevant to this plan

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Generic de-escalation Techniques (95%)	Try	Avoid	Notes
Verbal Advice and Support			
Giving Space			
Reassurance			
Help Scripts			
Clear Choices			
Humour			
Planned Ignoring			
Time Out			
Success Reminded			
Remove Audience			
Giving clear guidance and expectation			
Reduced verbal communication, supported with Visual information from adult			
Then and When cards with no verbal communication from Adult			
Reward			
Remind consequences (natural) – Expected behaviour			
Diversions and Distractions			
▪			

Medical Considerations for use of RI (5%)
▪

Method of RI (5%)	Do	Avoid	Notes
Caring C's / Guide			
Friendly Hold / Guide			
Single Elbow			
Figure of 4			
Double Elbow			
Single Elbow Seated			
Single Elbow Kneeling			
Single-Person Double Elbow			



Half-Shield			Due to height, not an appropriate hold to use
Environmental Restriction			

H ear E xplain L ink P lan	Reflection – Consider environment, use of strategies, Communication Aids and Social Stories or scripts
	Example text: Discussion with ___ following an incident can be difficult as he may struggle to acknowledge his role in an issue. Staff should link behaviour to what they observed and how this influenced their response. Allow ___ an opportunity to express himself and reassure him of his safety and that decisions made were in his best interest, even if he cannot see this at the time. Further debrief may be needed with a <i>safe</i> member of staff at a later time to reinforce and check _____ processing of the initial debrief.

Communication of Positive Behaviour Plan & School Risk Management Strategy.		
Plans and Strategies shared.	Communication method	Signature & date
Parents	Sent Home	
Class Teacher / Support Staff	Email/sercure server	
Head Teacher	Email/sercure server	
SENDCO	Email	



Staff team signatures to show they have read and understood PHP