1 Statutory Basis

The Education and Inspections Act 2006 s89 requires headteachers to determine standards of behaviour for pupils. Under s88 of the Act, the Governing Body has a duty to have behavioural policies in place.

The Behaviour Policy underpins everything that we do in school. The staff and children have worked together to create a code of conduct and a guide of expected behaviour. Following debate a list of ‘Golden Rules’ has been agreed. These are displayed prominently round the school, and children are asked to subscribe to them. Values education forms an integral part of the school’s policy on behaviour.

2 Aims and Objectives

Our success as a school depends upon the partnership between parents, staff and children. The atmosphere and behaviour within our school is very important. Stating our policy will enable everyone to understand their responsibilities, maintain high standards, and enable us all to be more responsive to each other’s needs.

We aim to:
• Promote a happy, welcoming and safe learning environment.
• Develop a positive self image for all.
• Develop an awareness of the needs and feelings of others.
• Encourage pride and respect for our surroundings and for everyone to make a contribution to the ethos of our school.
• Foster harmonious relationships based on mutual trust and understanding.
• Provide a consistent framework based on fairness and justice, providing guidance for all.

3 The School Day

3.1 Arriving at school:
• Children should not arrive at school before 8.35.
• They should wait in an orderly manner and enter school from 8.45 – registration is at 8.55.
• Children attending Sunrise Club should register with the staff before engaging in the organised activities and behave appropriately at all times.

3.2 In the classroom:
Children are encouraged to:
• Listen when someone else is talking.
• Do their best and always ask for help if it is needed.
• Keep the classroom tidy, respecting other people’s work and property.
• Observe ‘Our Golden Rules’ and the agreed class rules.
• Reflect on the value that is being explored.
• Show respect to everyone.

3.3  **In corridors and shared areas:**
• Children should walk sensibly and quietly at all times with due regard for safety and thought for others.
• Shared areas should be kept tidy to create a pleasant environment where children can work sensibly and calmly.
• A tidy cloakroom benefits everyone. Coats and bags should be hung on pegs, and any that fall off should be hung back up again. This is everyone’s responsibility.
• Reference books should be put back in the correct place in the library area so that others can find and use them.
• It is polite to hold doors open for other people. We will all encourage politeness and respect for others.
• Children are encouraged to behave in a helpful manner to adults and children alike.
• Toilets and drinking fountains may be used at agreed times and in an appropriate manner.

3.4  **On the playground:**
• Everyone is encouraged to take pride in our school environment, looking after the trees, shrubs and other plants and putting rubbish into the bin.
• Children are encouraged to play non-aggressive games with due concern for others. Fighting and play fighting are not allowed.
• Children should treat other people the way that they would like to be treated themselves.
• Any accidents or problems must be reported to the staff. Serious accidents will be recorded in the office accident book.
• Children are expected to go outside to play unless they have permission from a teacher to stay inside.
• Football should be played in the designated area on the playground or on the field if permission is given. Footballs should be kept under control and players should be careful of others.
• At the end of play and lunch children should listen for the whistle.
• When the whistle blows: children stop playing and walk to their class line to await their teacher.

3.5  **During wet playtimes:**
• Children are requested to stay in their own classrooms or designated areas.
• Children are encouraged to engage in quiet activities such as drawing, reading or playing a quiet game. They should co-operate with the adult on duty and be prepared to tidy up efficiently when requested - normally five minutes before lessons are due to start.

3.6  **At lunchtimes:**
• Children are asked to line up sensibly when called to the dining hall and should be polite to the lunchtime staff. Once in the dining hall children will be encouraged to wait quietly to be served and seated.
• They are expected to be polite and helpful to the lunchtime staff and help to keep the lunch area tidy.
• If eating a packed lunch in their classrooms or in the hall children should behave appropriately and leave rooms tidy.

3.7 Going home from school:
Safety is of great importance and everyone needs to be aware of their responsibilities.
• Parents wait for their children in the playground and stand back from the exits.
• Younger children should remain with their class teacher until the collecting adult is identified.
• At the school gate children who have not been collected should remain with the duty teacher.
• Those children who are not collected by 3.30 will be asked to join Sunset Club. They should register with the staff and join in the organised activities as directed.

4 Rewards
School staff will use every opportunity to raise self esteem and develop skills – to help our pupils have a positive self image. ‘Golden moment’ certificates will be awarded during a whole school assembly each week, team points and stickers are given at class level.

5 Complaints About Behaviour

5.1 Children’s complaints:
We will deal sensitively with children’s concerns and take the appropriate action. Teachers will endeavour to set time aside when children know that they will be available to listen to concerns.

5.2 Serious misdemeanours
We have agreed that the following offences should be considered as serious:
• Bullying both physical and verbal and aggression towards others.
• Swearing and abusive language.
• Racist name-calling.
• Vandalism - causing deliberate damage to property or the environment.
• Stealing.
• Ignoring adults, disobedience following reasonable requests, attention seeking behaviour.
• Preventing others from working and demonstrating a lack of consideration for others.
• Lying and dishonesty.
• Inappropriate conduct around the school and demonstrating anti-social behaviour.

A specific Anti-bullying policy is in place at The Hill: see that for further details about bullying.
6 Enforcement of Discipline

Enforcement of discipline is governed by the Education and Inspections Act 2006. ‘Reasonable’ discipline penalties will only be used as defined by the Act. When considering what is ‘reasonable’, staff will include the child’s individual circumstances and strict reference will be made to the Local Authority’s Tariff.

Physical intervention may be used by staff at The Hill. A specific policy is in place which governs its use: see that policy for further details.

The Staff at The Hill Primary are now certificated in the Team Teach Training in Positive Handling. There is a legal justification to use Restrictive Physical Intervention when it is required to prevent

- Self harm
- Injury to other children, service users, staff or teachers
- Damage to property
- An offence being committed
- Any behaviour prejudicial to the maintenance of good order and discipline
  (Department for Children, Schools and Families guidance 11/07)

Team teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

A list of staff who have been certificated to use positive handling/restrictive physical intervention techniques is kept by the Headteacher.

7 Evaluation and Monitoring

Standards of behaviour and consistent management of challenging behaviour will be monitored by the Senior Leadership Team and Governors on a day-to-day basis, and also through examining the Behaviour Incident Log and evaluating Pupil and Parent questionnaires.

The Headteacher will report to Governors on behaviour on a termly basis, and whenever the Self Evaluation Form is reviewed at Governors’ Meetings.

The Local Authority guidelines will be explicitly followed should an exclusion of a pupil be necessary.

Reviewed by Mark Stevens + Dawn Cox - October 2011