

Hutchinson Memorial CE First School

**Learning together for life.**

**‘Love one another.  As I have loved you.’  (John 13.34)**

At Hutchinson Memorial, our Christian foundations are at the heart of everything we do.  We strive for every child to be resilient, adaptable and to flourish in an ever-changing world through an inspiring, enriched curriculum.  Our vision is to provide a happy, loving, nurturing school where we can ignite a passion for learning and an ambition for everyone to fulfil their hopes and dreams.

**Behaviour Policy**

**Reviewed October 2023**

# Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. As a Church of England school our values are deeply rooted within the Christian faith and we respect and value the individuality of every member of our school community as written in the Church of England’s Vision for Education:

***Educating for dignity and respect:*** *the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.*

We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels loved, safe and secure.

It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others and to reflect our Christian values.

This policy aims to help children grow in a safe, secure and loving environment, and to become positive, responsible and increasingly independent members of the school community.

# Rewards and sanctions

We ensure that children recognise Gospel values as a model for good behaviour.

Staff congratulate children and celebrate their achievements.

Rewards will include: praise - spoken and written; stickers; team points; stamps; golden-time; showing work to other members of staff including the Headteacher and home to show parents; texts to parents; certificates, shields and cups in the awards service at the end of year. In addition, individual classes have their own reward systems in place which are negotiated with the children. Each week, a celebration worship is held whereby children’s efforts and achievements both in and out of school are celebrated. Children displaying our Christian Values are recognised and celebrated with receiving a Headteacher’s Award.

A restorative approach is used when dealing with inappropriate behaviour in line with our Gospel values and “ What would Jesus do?”

The school may use one or more of the following sanctions in response to unacceptable behaviour:

* A verbal reprimand
* Sending the pupil out of the class
* Expecting work to be completed at home, or at break or lunchtime
* Referring the pupil to a senior member of staff
* Letters or phone calls home to parents
* Agreeing a behaviour contract

The school does not tolerate bullying of any kind.

Bullying is:

* 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 |
| Prejudice-based and discriminatory, including:* Racial
* Faith-based
* Gendered (sexist)
* Homophobic/biphobic
* Transphobic
* Disability-based
 | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We acknowledge the advice given in the Church of England’s Valuing All God’s Children document. A link to this document is provided below:

[Church of England Valuing All God's Children](https://www.churchofengland.org/sites/default/files/2019-07/valuing-all-gods-children-july-2019_0.pdf)

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

* Causing disorder
* Hurting themselves or others
* Damaging property

Incidents of physical restraint must:

* Always be used as a last resort
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* Never be used as a form of punishment
* Be recorded and reported to parents

# Roles and responsibilities

The Local Governing Body

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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.

Staff

Staff are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

* Support their child in adhering to the pupil code of conduct
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly

# Fixed-term and permanent exclusions

Fixed term and permanent exclusion When considering a fixed term or permanent exclusion, the school will refer to the Statutory Guidance from the DfE September 2023: [DFE suspension and permanent exclusion guidance september 23](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently.

Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The 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 child protection and safeguarding policy.

# Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

#

# Monitoring arrangement

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

#

# Links with other policies

This behaviour policy is linked to the following policies:

* Exclusions policy
* Child protection and safeguarding policy
* Anti-Bullying Policy

Policy to be presented to the LGB: 11.12.23

.