



Hemington Primary School

Behaviour Policy

See also the independent Behaviour Management Policy of Hornbeams Pre-school

Rationale

At Hemington Primary School we aim to develop in all pupils responsible behaviour both to themselves and others, showing consideration, courtesy and respect for other people and property at all times. We recognise that children's behaviour reflects their emotional and social development. We take a whole school approach to exploring children's behaviours, the emotions behind their behaviours and how to resolve and repair relationships.

We aim to achieve this by;

1. Promoting and maintaining a positive school climate, in which children can develop and thrive, by encouraging good behaviour and discipline.
2. Working closely with parents to promote a high standard of behaviour throughout the school.
 - (a) Good behaviour is not automatically learned, but needs to be taught and supported by praise.
 - (b) Children's behaviour can change and we as teachers can assist children to manage their behaviour more effectively.
 - (c) Supporting children with challenging behaviour is the responsibility of all.
3. Recognising that positive behaviour management is more effective than disapproval.
4. Enabling children to develop self-regulation through exploring and discussing their emotions and being supported with calming techniques.

REWARDS AND CONSEQUENCES

Golden Rules

The children will renegotiate the Golden Rules biannually as part of a whole school assembly. These are displayed in the hall and in each classroom and form the basis of classroom discipline and reward.

Rewards

Dragon Tokens

Children are rewarded with dragon tokens for good behaviour and effort. These are collected to contribute toward a whole school reward. Rewards are a whole school non-uniform day for reaching 500 tokens and a large reward, negotiated with the children,



for reaching 1,000 tokens. Children from both classes are rewarded in sharing assembly with Headteacher Award certificates and special mentions and a tally of the current week's Dragon Tokens is made. The dragon token chart restarts each year.

Golden Time

Children are rewarded for good behaviour and effort with half hour Golden Time of free play on a Friday afternoon.

Other rewards that teachers might use are:

- verbal praise
- positive comments written on work
- smiley faces
- positive messages sent to parents
- stickers
- sending the child to another member of staff for reinforcement
- certificates or recognition in assemblies

Unacceptable behaviour

The following behaviour is regarded as unacceptable:

- refusal to stay on task
- answering back - tutting, sighing, muttering, sulking
- disruption by being uncooperative, shouting, walking away when spoken to, misuse of equipment, spoiling other people's work
- swearing, verbal abuse, name calling, spitting
- stealing
- physical violence
- 'play fighting'

Consequences

The following list of consequences are used to register disapproval of unacceptable behaviour. When sanctions are invoked children should be helped to understand why what they have done is unacceptable. The sanction could be:

- verbal check
- loss of Golden time
- working beside the teacher
- isolation from other children
- withdrawal of playtimes
- reporting to the Headteacher
- contacting parents
- behavioural management programme
- suspension
- exclusion

Records: If a child is constantly misbehaving a case record should be kept containing dates and records of incidents.

Serious incidents are recorded on a behaviour log and escalated to an appropriate level involving the Headteacher and parents.



Use of Reasonable Force

The use of restraint in schools is outlined in the DfE Document [The Use of Reasonable Force July 2013](#). This details that school staff have the power to use reasonable force to prevent pupils from hurting themselves or others, or damaging property. The guidance explains that the decision on whether or not to physically intervene is down to the professional judgement of the staff in any given situation and can only be used when:

- The circumstances of an incident warrant it.
- The degree of force is in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

At Hemington School, key members of staff are trained in Team Teach strategies which include de-escalation techniques as well as restraint. We would always seek to de-escalate a situation wherever possible, only using restraint when absolutely necessary.

Behaviour Outside of School

Please note that teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspection Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:
 - a) could have repercussions for the orderly running of the school;
 - b) poses a threat to another student or member of the public;
 - c) could adversely affect the reputation of the school. In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

Reviewed : November 2021

Review Date : November 2022