

# Haytor View Community Primary School & Nursery

## Behaviour Statement



*Learning together - enjoying success - aiming high - celebrating difference - enriching community*

### Overview

- This Statement has been drawn up in accordance with the DfE Guidance;
- The purpose of the Statement is to provide guidance for the School Leaders and Practitioners in drawing up the school's Pupil Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
- This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publications;
- The Pupil Behaviour Policy is publicised to staff and families every September. It is also available on the school website.

### Purpose:

At Haytor View Community Primary School and Nursery we have an open and transparent discipline policy, which seeks to be flexible in supporting all children in developing effective approaches to managing their behaviour.

All children are expected to:

- Complete learning that is assigned to them;
- Demonstrate appropriate conduct;
- Have good behaviour, self discipline and respect;
- Not engage in bullying behaviours;
- Not engage in radicalisation or extremism behaviours;

We believe that high-quality teaching promotes effective learning and good behaviour. We recognise and celebrate individual effort and success, so that all pupils feel valued and understand the progress they are making towards managing their behaviour.

We want pupils supported in understanding their behaviours and the impact of their actions on both themselves and others.

Our school values and the school behaviour policy aims to ensure clear expectations; a positive framework within which children and teachers are secure, encouraged and supported.

All children have an entitlement to having their learning and developmental (including behavioural) needs met, in fulfilling this entitlement for all children it should not be at the detriment of an individual's or group of children's learning, development and well being.

We adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents are dealt with promptly and appropriately.

### Rationale:

In order to provide a learning context which promotes the achievement and expectation from all pupils, effective behaviour management by teachers and teaching assistants is essential. For all pupils to achieve their potential, all pupils need to have positive behaviour and attitudes. In order for pupils to acquire these it is necessary that all staff adopt positive behaviour and

attitudes. There must be an emphasis on recognising appropriate behaviour rather than focussing on inappropriate behaviour.

Each child is an individual and needs to be treated as such, therefore the policy provides flexibility in order to be responsive to the individual needs of each child. Also, it provides the flexibility to determine the appropriate strategies according to the age of the child.

All adults in school are encouraged to develop an appropriate and effective relationship with the children in their care, which promotes positive behaviour towards learning and well being and the learning and well being of others. Adults in school are expected to adopt a supportive and positive approach towards supporting children in their behaviour and development through both the verbal and non-verbal communications they engage with the child/ren.

Our school behaviour policy has been developed to help the individual child to learn from all the different type of behaviour that they might show. We recognise that all behaviour is a form of communication.

We aim to realise our vision for our children by helping them to build their self-esteem, as we recognise low self-esteem affects behaviour, learning and relationships.

### **Aims and Objectives:**

We seek to create a caring, safe and secure learning environment in the school by:

- Promoting positive behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Promoting a sense of pride in their school and community;
- Ensuring that all learners are of equal value;
- Promoting early intervention to support appropriate behaviours;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy;
- Ensuring that all pupils have entitlement to a broad, balanced and relevant curriculum that has the flexibility to respond to the diversity of needs and that successfully exploits and builds upon pupils' interests;
- All staff having high expectations of all children and demonstrate this;
- Providing equality of opportunity for all pupils;
- Ensuring that all pupils are educated in a caring environment in which all individuals are valued.

*Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but nevertheless do take account of differences.*

### **Guiding Principles:**

1. SEAL (social and emotional aspects of learning), 'R Time' and PSHE are all used to support children in developing the skills in managing their behaviour effectively;
2. Haytor View Primary School is committed to promoting a positive attitude towards good behaviour, where everyone recognises that all people will be treated fairly;
3. We believe that all individuals have the right to self-esteem regardless of the challenges they may be presented with, we do not 'label' the children in our care;
4. We consider all children need to be supported in being responsible for their own actions and are encouraged to make choices and take control of their behaviour;
5. We believe all children have the right to learn to the best of their ability;
6. We promote consideration of others and their property through honesty, kindness, punctuality, caring, courtesy, responsibility, respect and trust.
7. Children are encouraged to develop empathy, through reflecting on how others may feel in response to particular situations;
8. We ensure children are engaged in dialogue regarding their feelings and the feelings of others, during this time listening and communication skills are modelled and reminded;

9. All children are engaged and supported in taking responsibility for their behaviour according to their individual stage of development. Those children who demonstrate consistent 'appropriateness', will be supported in recognising their achievements;
10. Children are clearly informed when they are demonstrating appropriate behaviour, this is put into a context for them in order that they understand what they are doing which is particularly positive;
11. We believe in a partnership towards promoting good behaviour, this especially applies to the partnership of home and school;
12. We have a supportive policy for working towards good behaviour for those who find it difficult to act in accordance with the school ethos and values;
13. There are regular opportunities to discuss the school values and how they support our environment and personal development;
14. Expected behaviours of children are made explicit and modelled by each of the members of staff within each team;
15. Parents are regularly informed about their child's behaviour.

**The Governors expect the Headteacher to include the following in some detail in the Pupil Behaviour Policy:**

- Strategies for Supporting Children in Managing their Behaviour Positively
- Support and sanctions
- Organisation both within and outside of the school building
- Roles and responsibilities
- Engagement of parents
- Use of exclusion
- Measures to Regulate the Behaviour of Pupils Outside of School Premises:
- The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.