

# Hawridge and Cholesbury CE School



## Behaviour Policy

Our vision is for every child within the Hawridge & Cholesbury family to grow, flourish, **'have life and ....have it more abundantly'** (John 10:10 KLV); to be fascinated, rounded, eager to make a difference, spiritual and have high aspirations through Jesus' teaching and our curriculum.

We live our vision through our natural setting and our school values:

**Respect Teamwork Responsibility Understanding Peace Honesty**

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**Adopted by the Governing Body July 2025**

**Next review: July 2026**

## **Rationale**

At Hawridge and Cholesbury CE School our Christian ethos provides a code of morals and behaviours by which to thrive. As a church school we aim to nurture the Christian values of respect, teamwork, responsibility, understanding, peace and honesty. The underlying principle is that at Hawridge and Cholesbury CE School everyone is valued and pupils are encouraged to reflect on their behaviour through the Christian ethos of the shared community.

In order for our society to flourish everyone needs to adhere to its values and behave in an acceptable manner. We want our children to become responsible citizens, able to make a positive contribution to a community. We will seek to embed helpful tools and language in our way of working, in order to support children to develop the skills to regulate their own emotions and behaviour. We believe Christ's message of forgiveness and grace is implicit in all we do.

## **Aim**

Our aim is to promote good behaviour that will lead to a positive ethos throughout the school.

## **Objectives**

The development of this positive ethos will lead to:

- Mutual respect between staff, children and visitors
- A safe and secure environment
- A relaxed, pleasant atmosphere in which to learn within the classroom and during extra-curricular activities
- Fulfilment of needs and aspirations
- A sense of self-worth and self-discipline
- An understanding of the importance of honesty and taking responsibility for our actions
- A collective sense of responsibility to look after our school, our grounds and our local environment
- Every individual feeling valued.

## **Promoting Good Behaviour**

The school has a positive approach to behaviour. All adults share the responsibility of maintaining good discipline and to present as good role models.

At Hawridge & Cholesbury the objectives above are met in the following ways:

### **Whole school**

- All children are greeted with a verbal welcome when they enter the classroom.
- There is a consistent approach to behaviour management by all staff and regular visitors:

- All behaviour incidents are recorded on CPOMS (the software used to monitor safeguarding, wellbeing and pastoral issues) and the relevant staff will be alerted. As well as this, verbal feedback may also be given to class teachers and other staff if appropriate.
  - Each class generally has a designated member of staff during break and lunchtimes who knows the children well and is able to monitor social, emotional and behavioural aspects.
  - Staff may send pupils who exhibit continued behaviours such as rudeness/refusal or defiance to another class to work. Teachers to organise, avoiding classes with siblings.
  - There are clear playtime rules and behaviour expectations at both playtime and lunch time. These are clearly displayed on the playground and can be referred to at any time by the adults on duty. Children will be reminded of the rules when needed. If they continue to break them or exhibit behaviour that is deemed dangerous or harmful to others, they will be asked to stand out for an appropriate amount of time. If the behaviour is serious, they may be escorted in to speak with a senior member of staff.
- PSHE is taught in every class, developing listening skills, respect and self-esteem, focusing on the positive and fostering inclusive attitudes through the use of the Jigsaw PSHE scheme and other relevant or timely resources selected by the class teacher.
  - A house point system which builds success as a community. A maximum of 5 should generally be awarded at any one time.
  - A weekly celebration assembly where good behaviour, special achievement or effort is rewarded with a badge and a certificate in front of the whole school.
  - Collective Worship follows the school values whenever possible, for example, developing respect, teamwork, responsibility, understanding, peace and honesty. The school values of Respect, Teamwork, Responsibility, Understanding, Peace and Honesty were written by the staff, governors, parents and children and are referred to every day. They are promoted in all classrooms and are visible around the school.
  - Staff raise their hand to signal to the class they need them to stop and listen. This approach is also used to establish quiet and manage behaviour in the dining hall and during assemblies.
  - As a school we promote growth mind set and mindfulness ensuring that our way of talking with the children encourages them to be reflective.

### Class Rules

Class rules are discussed and agreed at the beginning of the academic year with the children. The agreed rules are then displayed in the classroom. They will be continuously recapped and referred to using positive phrasing i.e. "At Hawridge and Cholesbury we use kind words" rather than "we do not say unkind things".

### Individual and Class Rewards

All members of staff consistently use praise and positive reinforcement to promote self-esteem and to acknowledge appropriate behaviour choices, through use of the following: house points, Star of the Week awards, value awards, stickers, Dojo points (an online reward system where children can be awarded points on screen during lessons for their avatar), phone calls or emails to parents, praise postcards, Headteacher rewards. There are some differences appropriate to each Key Stage. The specific use of rewards in each Key Stage are outlined below:

In Early Years Foundation Stage (Windmills), stickers are awarded for demonstrating positive behaviour as well as for good work. House points are introduced to the children in October once the children have settled. House points are awarded to the children for demonstrating the school values - this is a good way for the children to start to learn these. A marble jar is used for class rewards to promote class responsibility and working together. A class reward is earned once the jar is full. This could be a class party at the end of a half term or another special treat.

In Key Stage 1 and Key Stage 2 house points are awarded for good behaviour, hard work and demonstrating the school values. Dojo points and a marble jar may also be used accordingly to motivate the children and support the development of positive behaviour. Stickers are also used where appropriate.

### **Behaviour for Learning**

All staff are committed to delivering an engaging curriculum through Quality First Teaching in a tidy, organised, enticing environment to ensure high levels of motivation and engagement from all pupils. Pupils are expected to show good listening, engage in class and group discussions and be actively involved in their learning.

As a school, we focus on outdoor learning and encourage our children to notice the wonders of nature around them. Research shows that this has a positive effect on mental health and wellbeing.

### **Managing Inappropriate Behaviour**

Although as a school we promote and encourage positive behaviour, inappropriate behaviour will be addressed by all staff. Adults use and deliver an appropriate sanction using these guidelines.

It is recognised that some children will have specific needs in relation to managing their behaviour and this may be due to Special Educational Needs. Sanctions for these children will be managed within a specific and regularly reviewed behaviour improvement plan or BIP (see appendix 1) and/or according to their SEN Support Plan which can be found within the blue folder in the classroom and in a class file on Teams.

All members of staff who have contact with children with SEN support plans or behaviour plans will be made aware of specific needs, targets and strategies related to behaviour. When a child exhibits serious negative behaviour, or if they regularly have difficulties with their behaviour, a STAR observation record (Setting, Trigger, Action, Response) may be completed by teaching staff in order to try to identify potential triggers for the negative behaviour (see appendix 2). Identifying possible triggers or patterns will help staff to manage the behaviour more effectively.

## Low level behaviours

It is important that all staff take responsibility for addressing low level behaviours promptly in and around the school to prevent them becoming more disruptive and to give pupils the opportunity to make better choices. We believe that 'the standards we walk past are the standards we accept'. All staff are responsible for maintaining the high standards of behaviour and presentation that we set for our pupils. Stakeholders are aware that pupils have the potential to lose up to an hour of learning each day, the equivalent of 38 days of teaching, if low level behaviour is not addressed effectively (YouGov survey, 2012).

Low level behaviour is initially addressed with a warning. The warning can be verbal or non-verbal and will act to remind the child of what is acceptable behaviour, e.g. 'in this class we put up our hand if we want to speak'.

Low level behaviours include but are not exclusively:

- Running in the school building
- Distracting others from learning including talking unnecessarily or calling out, whistling/ humming, fiddling with possessions, clothing or equipment
- Goading other children
- Slow to start/follow instructions
- Lack of respect including 'back chat'
- Getting up to sharpen pencils or wandering about
- Touching other people or others' belongings
- Disrespect of school property

If low level behaviours continue following a warning, the child will then be issued with a second warning in the form of a choice, e.g. 'If you continue to talk instead of working, you will lose some minutes of your break time to catch up on what you have missed'. If the child then displays the expected behaviour, the teacher should recognise this and the warning can be withdrawn, e.g. 'Well done for showing good working, you will not need to miss any of your break now.'

If warnings are not followed and the low level behaviour continues, consequences will be shared verbally by the staff member. Consequences may include losing time from a fun activity or from the child's break time. If time is missed from break time, the child may be provided with some additional work to complete or be asked to complete work they have missed due to their behaviour.

Persistent and frequent low level behaviours which accumulatively cause higher level disruption may be escalated to the category of 'Higher level behaviours' and treated as such. This decision will be taken following a discussion amongst the appropriate staff, including the SENDCO, taking in to account the needs and intention of the child.

Adults in school must always notify the class teacher if a child has lost any break or lunch time. Rewards may be given for specific behaviours even after time has been lost but time lost cannot be earned back. There may be some exceptions for children

with Special Educational Needs or for those who have specific behaviour support plans.

Frequent low level behaviour or noticeable changes in behaviour from particular children will be recorded on CPOMS (software used by our school for monitoring safeguarding, behaviour and well-being) and distributed to all staff working with that child. Teachers will call parents to discuss their observations and concerns. Staff may meet with the SENCO to discuss a possible plan of action to support the child moving forward and parents will be consulted.

### Higher level behaviours

There are some behaviours at Hawridge & Cholesbury CE School which are regarded as high level behaviours. These include but are not exclusively:

- Persistent and frequent low level behaviours which accumulatively cause higher level disruption
- Fighting
- Swearing, abusive language including racist, sexist or homophobic language
- Sexual harassment/child on child abuse
- Physical violence with intent to injure another person
- Stealing
- Absolute defiance
- Removing themselves without permission (unless this is part of an agreed calm down strategy for a child or relates to a child with specific Special Educational Needs)
- Discrimination against physical disabilities

If a child commits any of these behaviours they will either be sent directly to the Headteacher, or in her absence a member of the Senior Leadership Team, or the Head Teacher will be called via the walkie-talkie to come and meet the child outside the classroom. The incident will be dealt with immediately. Parents will be informed as soon as is practicable by telephone. This may then be followed up by a face to face conversation at an agreed time. An appropriate sanction will be decided on after discussions with all those involved.

These may be:

- Immediate withdrawal from the class or playground
- Loss of lunch breaks or morning breaks
- Working in isolation from other children (internal suspension)
- Withdrawal from other activities
- Reporting every lunch or break time to the Headteacher for a designated amount of time
- Being asked to make up missed learning time after school following discussion with parents
- In exceptional circumstances – suspension or permanent exclusion. Whilst we will take into consideration a child's additional needs and any extenuating factors, we will follow our behaviour policy if a child's behaviour has been deemed as a high-level behaviour.

Staff will be vigilant to signs of behaviour escalating in order to avoid higher level behaviour occurring where possible.

Where a child behaves in a way that is unsafe to themselves or others, teachers will ensure the safety of every child either through removal of objects, escorting a child to designated space where they can calm down or taking the other children out of the classroom. De-escalation strategies will be used whenever possible to calm the child exhibiting the behaviour. When they are calm, a teacher will speak with them about the causes of their behaviour and discuss the choices they made. They will share consequences when appropriate.

We believe in the value of restorative practice where children are encouraged to repair any harm done. This helps children to take responsibility for their actions and show an understanding of the consequences of these actions. It also gives them the opportunity to repair any damage done to relationships and encourages children to feel remorse. Consequences given will therefore often involve some restorative practice.

Restorative practice is part of our whole school culture, linking closely to our school values and as such is very much evident in and around the school. We teach children to take responsibility for their behaviour and support them to build, repair and maintain relationships. All staff use a restorative approach to resolve difficulties and repair harm when there has been conflict. We ensure all children have a voice during open and honest discussions and we understand their need to feel safe which is why every child has a trusted 'hand of 5'. Restorative practice enables our children to become more self-aware, empathetic and strengthens their understanding and trust in our behaviour support systems. All staff receive regular training on dealing with conflict and have a range of experiences both in this school and others at managing behaviour in a restorative way.

If a child continues to exhibit behaviour that poses a threat to themselves or others, they may be physically managed in order to get them to a safe space or until they are able to be safe. This is carried out where possible by staff who have been STEPS trained. If the child is unable to calm down or if the behaviour is deemed by the Headteacher as serious enough for suspension, then parents will be called to come and collect their child.

All higher level behaviours will be recorded on CPOMS the same day and distributed to all relevant staff.

Should pupils exhibit higher level behaviours consistently, parents/carers will be invited to a meeting with the class teacher and Headteacher to discuss their child's behaviour. During this meeting a behaviour improvement plan (BIP) may be agreed. This plan aims to support the child, reduce the frequency and seriousness of incidences, and ensure a consistent approach from all staff when addressing behaviours. With parental consent and discussion, external agencies may be consulted to offer advice and strategies to support the child, family and school in managing behaviours.

### **Behaviour on the School Bus**

Children are expected to behave as they would at school when on the school bus. Disruptive, disrespectful or dangerous behaviour will be dealt with immediately at school and sanctions applied during school time will be used in the same way. Children who exhibit these behaviours may also be put 'on report' and the bus driver will be asked to comment on the child's behaviour after each journey for a set period

of time. These children will also be asked to meet the Headteacher regularly to discuss their behaviour on the bus for a designated amount of time.

### **Behaviour at Lunchtime**

Behaviour expectations during lunchtime should be consistent with the rest of the school day.

- Teachers or Learning Support Assistants should accompany younger children to the playground and dining room.
- Children should use quiet voices when in the dining room and behave in the same way as expected in classrooms.
- There should be clear expectations for children when eating their lunch - sitting nicely at tables, removing any litter before they leave, speaking in a quiet voice etc.
- Minor indiscretions can be dealt with by LSAs immediately.
- If a child's behaviour is such that they need to receive a sanction, the sanction is given immediately and communicated to the child's class teacher and logged on CPOMS.
- The playground rules are clearly displayed outside for children to see and adults to be able to refer to when speaking to children about their behaviour.
- A traffic light system is used to ensure an appropriate volume of noise in the dining room. If a red light is indicated, children are expected to stand behind their seats in silence for 2 mins.

All staff take responsibility for maintaining high standards of behaviour at lunchtime both in the dining room and outside on the playground. If they witness an inappropriate behaviour then it is addressed. If the children are making too much noise in the dining room then they will stop the children and move the traffic light. Every member of staff at Hawridge & Cholesbury promotes the same expectations for behaviour.

Inappropriate behaviours at lunchtime in addition to those already mentioned include but are not exclusively:

- spoiling the games of others
- misuse of lunchtime toys and equipment
- misuse of the toilet areas
- loitering in the cloakrooms or interfering with other people's possessions.
- deliberately spoiling food and making a mess

### **Working with Parents and Carers**

We recognise the importance of working closely with parents and carers to encourage a consistent approach to good behaviour at both home and school. If the school has any concerns regarding behaviour they will talk to parents at the earliest opportunity. With parental consent and discussion, external agencies may be consulted to offer advice and strategies to support the child, family and school in managing behaviours. Home communication books may be set up as a strategy to communicate about a child's behaviour on a daily basis.



## **School Council**

Pupils may bring concerns to the school council. The school council comprises two representatives from each year group in KS1 and KS2 voted for by the children. Two extra pupils from Year 6 collect views from Reception children and represent these at meetings which are held half termly. Issues are discussed in school council and fed back to the class and/or the whole school in assembly. The school council discussed the playground rules which they believe are important to ensure happy and peaceful playtimes and these were fed into the playground rules which are displayed in the playground.

## **Special Educational Needs**

Children with Special Educational Needs need to adhere to school behaviour rules - however there will be times when additional support and adjustments are needed. In these cases a separate Behaviour Improvement Plan and Risk Assessment will be put in place. All staff need to know which children this applies to and read the relevant plans for each child. Staff should be aware of the steps included in the plan and feel confident about these. Behaviour Improvement Plans (BIPs) are stored electronically and can be accessed by all members of staff.

Examples of strategies used to monitor and support behaviour might include:

- A home/school communication book
- Behaviour chart
- Extra time during classroom activities
- Learning breaks/movement breaks during lessons
- Specific scaffolding
- 1:1 or small group learning support
- Specific 'safe' place to go to in the school
- Fidget resources
- Zones of regulation resources

The specific needs of individual children will be closely considered and planned for by the class teacher and the SENDCos.

## **Searching, Screening and Confiscation**

The school follows the DFE guidance (July 2022 for screening, searching and confiscation).

This means that 'School staff can search a pupil for any item if the pupil agrees.' (The ability to give consent may be influenced by the child's age or other factors.) Headteachers, and staff with authorisation, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

Prohibited items are:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).'

All necessary risks will be considered and any physical contact is to be avoided where possible.

### **The Governing Body**

The Governing Body will support the school in the implementation of the policy and receive reports from the Headteacher on its effectiveness. They will give advice, when necessary, to the Headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues.

### **Equal Opportunities**

Hawridge & Cholesbury is a school of equal opportunities. All children and adults, no matter what age, gender, creed, colour or religion, are treated as equals and that is promoted at all times.

### **Monitoring**

Class teachers record all high level behaviour incidents on CPOMS. Repeated low level behaviours, or noticeable changes in behaviour that cause concern, will also be recorded.

These may include:

- Persistent low level behaviour on a number of occasions
- Disruptive behaviour in class
- Not following adult instructions consistently

A more detailed Incident Report will be completed on CPOMS for more serious behaviours including:

- Verbal abuse to peers
- Physical aggression towards peers
- Sexual Harassment/child on child abuse
- Refusal to comply with teacher instructions
- Bullying/peer exclusion
- Racism
- Homophobic language
- Derogatory language
- Sexism

- Serious behaviour incidents requiring internal or external suspension

It is the responsibility of the member of staff who has dealt with the behaviour to log any incidents on CPOMS. Learning Support Assistants may add behaviour incidents to CPOMS but they must always be verbally shared with the class teacher or SLT as well.

Analysis of CPOMS records will be used termly to monitor behaviour across the school. Interventions/ actions will be put in place as a response to findings.

The effectiveness of this policy will be regularly monitored by the Headteacher and the Governing Body.

This policy was written in accordance with National and Local Authority policies and with reference to the DFE Guidance of the use of reasonable force (July 2013).

## Appendix 1: Proforma for Risk Assessment and Behaviour Improvement Plans.

### Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known  O/K	Conscious Subconscious Involuntary  C/S/I	Seriousness Of Outcome A  1/2/3/4	Probability Of Hazard B  1/2/3/4	Severity Risk Score  A x B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*



## Behaviour Intervention Plan

Child Initials:	Teacher Initials:	Class:	Start Date:	Review Date:
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### Potential Triggers

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	<u>What we want to see / positive behaviours</u> <ul style="list-style-type: none"><li>•</li></ul>	<u>What you will say</u> <ul style="list-style-type: none"><li>•</li></ul>	<u>What you will do</u> <ul style="list-style-type: none"><li>•</li></ul>
	<u>Signs things are not going well / difficult behaviours</u> <ul style="list-style-type: none"><li>•</li></ul>	<u>What you will say</u> <ul style="list-style-type: none"><li>•</li></ul>	<u>What you will do</u> <ul style="list-style-type: none"><li>•</li></ul>
	<u>Where behaviours could lead / crisis</u> <ul style="list-style-type: none"><li>•</li></ul>	<u>What you will say</u> <ul style="list-style-type: none"><li>•</li></ul>	<u>What you will do</u> <ul style="list-style-type: none"><li>•</li></ul>
	<u>Next steps/ returning to the classroom:</u> <ul style="list-style-type: none"><li>•</li></ul>		

Signature of teacher..... Date .....  
.....

Signature of parent / carer.....Date

Signature of LSA(s).....Date.....  
child.....Date.....

Signature of



**BIP REVIEW**

Child Initials:	Teacher Initials:	Class:	Start Date:	Review Date:
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All behaviour observations to be recorded using STAR on CPOMS.

**BIP evaluation and next steps:**

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

Signature of teacher..... Date .....  
.....

Signature of parent / carer.....Date

Signature of LSA(s).....Date.....  
child.....Date.....

Signature of

## Appendix 2: STAR Observation Record

## STAR Observation Record

[illegible]