



HALSTEAD ST ANDREW'S
SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Including EYFS

To be reviewed annually	
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This is a Behaviour Management Policy for the whole school including the Early Years Foundation Stage (EYFS). It is to be read in conjunction with the Anti-Bullying Policy.

Halstead St. Andrew's School Behaviour Management Policy sets a positive and open ethos. The school has high expectations of behaviour through encouraging and praising the positive. We aim to teach children to always behave in an appropriate manner in all situations.

Behaviour

The standards and expectations of behaviour are reinforced with children on a daily basis. They are based on the following school values which were chosen by the pupils:

- Creativity
- Endeavour
- Kindness
- Positivity
- Respect

These are discussed and explained through Form teacher's sessions, assemblies and PSHCE (Personal, Social, Health and Citizenship Education) lessons. Whilst the behaviour of a class is primarily the responsibility of the teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff will always endeavour to remark on good behaviour and manners, and to commend children on their positive action, ('Catch children being good'). If pupils do have to be spoken to regarding inappropriate or anti-social behaviour, this should be done in a constructive manner, condemning the behaviour without humiliating or putting down the child. At all times the school will aim to take a restorative approach.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It can alleviate problems such as bullying, classroom disruption, poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

Through the Jigsaw PSHCE programme of study pupils are encouraged:

- To allow others to learn.
- To respect each other.
- To listen to each other.
- To look after each other.
- To respect each other's property.

Rewards and Encouragement

House points

House points are awarded for effort, endeavour, courtesy, good work, kindness, co-operation and courage.

Outstanding work, endeavour or behaviour from any pupil, relative to his or her normal attainment, should be brought to the attention of the head by the awarding of a **Merit** and announced in assembly and in the weekly newsletter. Any member of staff may give a Merit for **continuous** excellent work at each half term (which has required a cognitive input and a significant effort), exemplary behaviour or endeavour, in any subject area, including Music, Drama, Sports and ADT. It can be given for kindness, consideration or care. All Merits are

recorded on iSAMS, announced in assembly and in the newsletter. Pupils gaining a merit will wear a merit badge for a week.

House points are collected via iSAMS and the winning house is read out weekly, with the house cup given out each week to the winning house. At the end of each half term the house with the most merits earns the Merit Strip. The House with the greatest total average at the end of the year receives the Merit Cup.

Star Badges

All children from Year 3 will receive a star badge for earning house points. House star badges are distributed by House staff at House meetings under the following criteria:

First star – 50 house points

Second Star – 150 house points

Third star – 250 house points

Fourth star – 350 house points

Gold star – greater than or equal to 450 house points

At the end of the school year the children can keep their badges but remove them from their blazers. Each year they will start accumulating house points from scratch.

Pre-Prep children are awarded Star Awards which are announced in assembly and the weekly newsletter. Those working with younger children will also use reward systems appropriate to the age of the child. These include, verbal praise, 'Bucket Stars', marbles for the marble jar, Dojo points, stickers and group rewards.

Assessment Cards and Effort Awards

Pupils in Years 3-8 receive an Assessment Card each year. Assessments are carried out twice a term in the autumn and spring terms and once in the summer. Their purpose is to show how a child is performing and the effort that they are putting into their work. The school always encourage parents to place equal, if not more, importance on the effort grade.

Effort Awards

To further encourage hard work and endeavour in the classroom, effort awards are given out to each child in the prep and senior school at the end of each assessment period. This grade is centrally recorded and the individuals receiving the lowest average are recognised with certificates in Assembly or from their Form Tutors.

Arrangements will be made to support a child if they continue to produce unacceptable work or fail to complete the work expected. Children in Years 3 to 8 who continuously fail to produce work of an acceptable standard may be placed on a Work Report Card. This will be following discussion with the parent and pupil. This will be monitored by the Form Teacher, Head of Year and Assistant Head Academic.

Unacceptable Behaviour

The school believes that there is always a reason for a child's behaviour.

In the Pre-Prep a word from the teacher is usually enough to deal with unacceptable behaviour. In certain instances, a child may have a period of "time out" with an adult in an

area suitable to the child and the occasion. Poor or unacceptable behaviour in the classroom may result in a child working individually with another adult or working in another classroom with the parallel class teacher. Overly physical or rough play at play times may also result in time out and parents being informed. Support is provided for children in the Pre-Prep to enable them to develop their social, listening and sharing skills. This is achieved using various strategies such as Circle Time where various issues are discussed as a whole group, or good behaviour and appropriate social skills are modelled. Year 8 Mentors are encouraged to help with younger pupils and their behaviour.

From Year 3, an initial warning followed by a 'Minor' may be given to a child who persists in unacceptable behaviour.

Examples of this may include:

- a) Lateness between activities without appropriate reason.
- b) Arriving in class without sufficient books or stationery.
- c) Talking in class when quiet is expected.
- d) Thoughtless or silly behaviour in general.
- e) Disobedience of a reasonable request from an older pupil or Year 8 Mentor.

If a child continues to behave inappropriately, a weekly Behaviour Report card may be given to monitor day to day progress. This will be following discussion with the parent and pupil. This is checked by the Form Teacher, Head of Year and Deputy Head. Support will be given in an attempt to understand, correct and modify poor behaviour.

More serious offences will result in the awarding of an "Order mark". The following could be examples of this, but not exclusively.

- a) Rudeness or answering back to a member of staff or disobedience.
- b) Swearing.
- c) Physical, emotional or verbal abuse of another pupil.
- d) Removal or borrowing without permission items belonging to others
- e) Wilful damage to School or private property.
- f) Exhibiting behaviour which may lead to injury of themselves or another pupil.

Continuation of unacceptable behaviour could result in exclusion and, if necessary, expulsion, (reference to the Chairman of the Governors would be made before this stage).

The school will not tolerate bullying, cheating, cruelty, irresponsibility, dishonesty, theft, unkindness, swearing or use of abusive language, misuse of ICT or consistently unacceptable work.

The behaviour of children is discussed informally within the classroom setting, formally at weekly staff meetings or dealt with individually by the teacher. Behaviour issues will initially be dealt with by the child's Form Teacher. If deemed necessary, the matter will be passed onto the Deputy Heads or the Head of the Pre-Prep, who in turn may refer the matter to the Head. It is important that discussions with the child and the parents take place at each step of the process.

Halstead St. Andrew's School does not threaten or use corporal punishment. Physical intervention may only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

Behaviour in relation to medical or psychological disorders

Halstead St Andrew's School recognises that in certain cases of unacceptable behaviour, the underlying reasons may derive from various conditions demonstrated by children suffering from medical or psychological disorders. In such cases communication will be made with parents regarding such matters and adjusted admonishment will be appropriate. Children exhibiting levels of behavioural disorder will be supported within our SEND department and the school will make reference to a strategic course of action in line with recommendations received from a third party such as an Educational Psychologist.

If it is felt appropriate, a school counsellor is also available to pupils. Pupils will be referred for help and support following discussion with the child's parents. The school will pay for the initial assessment with the parents paying for any subsequent sessions or treatment. It may also be suggested that a pupil see an Educational Psychologist, or other appropriate specialists, in order to support them in school and with their learning. This will be suggested by the school following consultation with a pupil's parents or guardians. The school has an ELSA (Emotional Literacy Support Assistant) as well as one member of staff trained by Childline. Both these staff are available to children who require support for a variety of reasons including friendship issues, wellbeing, and bereavement. The school also has a number of staff trained in Mental Health First Aid and are available to talk to pupils as required or requested.

Recording of Unacceptable Behaviour

All incidents of unacceptable behaviour are recorded on the school management information system (iSAMS). A Bullying Log is kept in school by the Deputy Head Pastoral. This is used as a written record when it is felt the seriousness of the behaviour warrants it necessary. All Minors and Order Marks are recorded on the Management Information System with the reason for them having been given. Parents will always be informed either by a note in the pupil's Diary or preferably by phone or in person.

In all cases it is the behaviour that is unacceptable and not tolerated, not the child.

Other policies linked to this one:

Mental Health and Well Being Policy

Equal Opportunities Policy

Anti-Bullying Policy

Learning Support Policy

<https://www.hsaschool.co.uk/school-policies>

Appendix 1:

Escalation Procedure for misbehaviour

1. Any misbehaviour is dealt with initially by the teacher present, a few well-chosen words usually suffice. All staff must ensure that the form teacher is told of any misbehaviour.
2. Continual low-level issues should be recorded on iSAMS under 'Concerns'.
3. A 'Minor' may be given to the pupil. This must be recorded on Isams so that the Form Teacher, Heads of Year and Deputy Heads are aware. Depending on the nature of the behaviour, parents should be notified at this point, ideally by phone or in person
4. More serious offences will result in the awarding of an "Order mark". Parents must be informed if their child receives an Order Mark. The following could be examples of this, but not exclusively.
 - a) Rudeness or answering back to a member of staff or disobedience.
 - b) Swearing.
 - c) Physical, emotional or verbal abuse of another pupil.
 - d) Removal or borrowing without permission items belonging to others
 - e) Wilful damage to School or private property.
 - f) Exhibiting behaviour which may lead to injury of themselves or another pupil.

(The Deputy Head Pastoral will always see a pupil if an Order Mark is given.)

5. If unacceptable behaviour persists, the pupil will be seen by the Deputy Head Pastoral and possibly the Head. (The incidents will be discussed with the Head and the SENDCO as needed.) Parents must be informed at this point if not before.

Should the misbehaviour be of a serious nature, the child may be sent immediately to the Deputy Head or Head.

In EYFS the child will go to the Form Teacher, then the EYFS Pastoral Lead followed by the Deputy Head of Pre-Prep and then Head of Pre-Prep.

Under the Equality Act 2010 reasonable adjustments must be made for pupils with special educational needs/disabilities. If you are unsure, please check with the SENDCO and Deputy Heads.

Appendix 2:

Exclusion

A decision to exclude a pupil is seen as a last resort. No exclusion will be initiated without first exhausting other strategies, or in the case of a serious single incident, a thorough investigation. Reasons for permanent exclusion are:

- when the school is unable to 'manage' a child's behaviour and it is having a negative impact on others.
- a serious breach of the school's rules and policies

- risk of harm to the education or welfare of the pupil or others in the school
- irretrievable breakdown of the relationship between the school and parents

In the event that the Head decides a child should be expelled, they will:

- Satisfy themselves that as far as possible they are in possession of all the relevant facts and circumstances. If any member of staff is involved they should be asked to summarise any statements they may have made in writing and the written statement should then be signed.
- The Chair of Governors will then be informed in detail of the circumstances. If the Chair is likely to be unavailable for twelve hours or more, the vice-Chairman or another governor should be approached.
- An Investigating Officer will be appointed to assess the evidence who is different from the person who will make the final judgement.
- The Chair will wish to be assured that exclusion will involve no contravention of existing legislation and that it is an appropriate response to the facts of the affair.
- Having received the approval of the Chair, it will then be up to the Head to inform the parents that, with the knowledge and approval of the governors, the child is to leave the school.
- A meeting will be conducted with the parents to discuss the findings of the investigation and an opportunity will be provided for an appeal to take place. The school must be notified of the appeal within seven days.
- Only the Head or, if s/he has been so appointed, the Acting Head may approach the Chair on an exclusion matter.

In the event of an incident involving more than one child, it is particularly important that the Head treats each child's case quite individually and avoids any charge of collective blame being apportioned indiscriminately.

There will be no refund of fees following a permanent exclusion. The initial deposit will be returned. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

If parents wish to appeal the decision to exclude, the matter will be referred to the governors.