Hedon Primary School Behaviour Policy

Approved by committee
Approved by full governors 19th Nov 2013
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1.0 Rationale

Every child has the right to feel safe, secure and respected in a positive learning environment. We recognise every child as an individual and value the positive contribution they make to our school.

We endeavour to have an open dialogue with families and value communication about concerns and celebrations. We manage our school to ensure pupil's understand and gain experience, which help them to;

- Lead healthy lives
- Know how to keep themselves safe
- Enjoy and achieve in their lives
- Understand the principles of economic well-being
- Make a positive contribution

A calm and, orderly and positive environment is essential if children are to learn most effectively. It is our responsibility to ensure that we, as a team, provide that environment in order that our children and staff members can use their time productively.

In order to achieve the above we use 'Restorative Practice' alongside the Social, Emotional Aspects of Learning (SEAL) programme with a 'whole school' approach. Thus providing opportunities for the children to further develop their emotional intelligence and raise self-esteem.

We recognise that we need to encourage and reward out pupils who continually exhibit positive behaviour, representing the school well. We also recognise that within a climate of inclusion we do have some children who need a personalised approach to their individual behavioural needs. In some cases this will mean that sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour. Other and more individually targeted programmes of intervention and support would be more effective, possibly involving outside agencies. For children whose behaviour presents as more challenging, written positive behaviour plans and risk assessments will be developed in line with the overall behaviour policy within the school.

This policy is a whole school policy and should be followed by all members of staff throughout the school day including playtimes and lunchtimes.

2.0 Aims

This behaviour policy should;

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.

The chief aims of our approach to behaviour are;
- The maintenance, encouragement and promotion of good behaviour wherever possible
- The shared and agreed identification of what we consider to be unacceptable behaviour
- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends that redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if …
- The involvement of children – encouraging children to take responsibility for their actions, being aware of personal targets and involvement in target setting
- The discussion with children in circle time and PSHE about the need for rules and responsibilities we have to one another

- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever necessary.

3.0 Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

Therefore in conjunction with SEAL and Restorative Practice, we use the 'Think again' approach. This is introduced at Foundation Stage and used throughout the school up to Year 6.

To support this system we use:

3.1 Around School
- School rule posters in every classroom, corridor and hall area to act as a visual reminder for all
- Displays of work that children and staff are proud of
- Rewards received by children are recorded on stickers reward cards in the classroom.
- All staff members have access to resources e.g. stickers, praise pads, postcards etc to enable immediate recognition of children's behaviour, attitude, effort etc thus promoting good relationships and respect amongst pupils' and staff
- Friday celebration assembly will include presentation of lunchtime award certificates, reward chart prizes, personal achievements whether in or out of school and good work.
- Lunchtime Supervisors give out 'Top Table' raffle tickets as an additional reward for positive behaviour, attitude, effort etc and 6 raffle tickets are drawn for pupils to attend the 'Top Table'
- Half-term assemblies to celebrate the success of children who have been 'good' all half term – certificates will be presented to individual pupils'.

3.2 In class (This list is not exhaustive. Rewards also vary from class to class to meet the needs of the children.)
- Every child has their own collection of reward stickers on their reward card or on their jumper/t-shirt.
- Use of praise pads and postcards transfer the celebration of success and achievement in to the home
- Each class to display school rules for visual reminders
- Teachers and Teaching Assistants will refer to the school behaviour policy in order to use the warning system and consequences positively and effectively
- Privileges can be given to individual children, groups of children or the whole class to personalise rewards and celebrate successes and achievements
- Star of the day/week
- Whole class prizes/rewards
- To enable efficient monitoring and assessment of pupils' behaviour, each class teacher will keep a record log of;
    - All warnings given including recording major incidents on orange record sheet and ensuring phone calls home are recorded. Children will also complete a green reflection sheet where appropriate.
    - The consequence applied will be linked to the school's behaviour system and appropriate for the issue encountered. It may be appropriate to use an orange form to record the consequence along with the nature of the incident and time of day it occurred. This will be used to identify children with specific areas which may need further support
    - All children who receive a reward will be recorded on their reward chart with a sticker.

3.3 Behaviour Pathway

- 4 step pathway to encourage pupils' to take responsibility for their behaviour.

    - **Step 1**
        - Acknowledgement of behaviour/initial reminder to do the right thing. Remind the child that they can turn their behaviour around and make the right choices. This warning is recorded on the class record sheet.
    - **Step 2**
        - Should pupils be given a second warning they are to move their work away from the rest of the class for 5 minutes. They are then reminded to do the right thing again and the second warning recorded on the class behaviour record sheet.

- o **Step 3**
  - If a third warning is recorded on the class behaviour record sheet, the child should move to another classroom for 15 minutes.
- o **Step 4**
  - At this stage a fourth warning is recorded and the pupil may be asked to work away from the class for a further period or referred to the senior leadership team. The pupil's parents will always be contacted at this stage.

- Some pupils' require low level intervention to get them 'back on track'
  - o Behaviour books, positive journals, sticker charts and 10/10 men may be used to move a pupil from failure mode to success mode
  - o Staff member to use them in conjunction with pupil
  - o Record positive behaviours and send home copies with pupil

4.0 Celebrating Successes and Achievements

4.1 Instant rewards
- o Stickers
- o Praise pads
- o Privileges/golden time
- o Class reward (game, story, 5 mins extra play)
- o Text home
- o Ring home
- o Postcards written by the person who has awarded it and posted home via the office
- o Raffle tickets at lunch
- o Show achievements to other members of staff
- o Photocopy work to take home

4.2 Weekly rewards
- o Presentation of lunch time certificate awards
- o Celebrate out of school achievements or awards in Friday assembly.
- o Share with the class your own achievements
- o Reward card prizes
- o 100% attendance stickers and best attending class awards.

4.3 End of half-term
- o Presentation of 'Always good' certificates for all children achieving.
- o Work, performance or display from extra curricular groups
- o 100% or most improved attendance awards.

5.0 Sanctions/Consequences for Behaviour

5.1 Examples of additional consequences where poor behaviour is escalating or persistent.

- o Time out at break or lunchtime (where appropriate)
- o Time out in a quiet area within the classroom
- o Parents invited in to work with the child in the classroom
- o After school detention (this can only be applied through consultation with the Head Teacher)
- o Loss of golden time
- o Loss of privileges e.g. football, climbing frame time
- o Internal seclusion
- o Fixed term exclusion
- o On rare occasions fixed term exclusion may lead to permanent exclusion

Apply the lowest level of sanction initially, if you apply the highest first you then have nowhere to move on to.

Exclusion is the ultimate consequence for extreme behaviour e.g. physical assault on adult/peer, persistent disruption to the learning of others, endangering others and own safety, persistent racial/homophobic abuse/language etc.

6.0 Special Educational Needs Provision

In some cases it is necessary to apply further strategies to promote positive behaviour, these are;

- Individual Education Plans (IEP), Individual Behaviour Plans (IBP) and Pen Portraits– designed to focus child on achievable behaviour targets. These are carried out in conjunction with the child, parent/carer, Class Teacher and in some cases outside agencies

- Support plans – designed to ensure all parties are aware of the barriers and specific structures programme is followed. Minimum of 10 week programme.
- Individual Behaviour Protocols – designed to ensure all parties are aware of individual child's needs and protocols for managing behaviour safely.
- Risk Assessments – designed to identify risk factors affecting a child's behaviour to ensure appropriate strategies can be put in place to ensure the safety of child, peers and adults.

We also have a whole school Behaviour Protocol for absconding from class/school grounds. This is distributed to all members of staff to ensure cohesive management of situations. (see Appendix 1)

7.0 Appendix 1

Behaviour Protocol (for absconding)

1. If a child leaves the classroom they should be given clear direction of what is expected. Give adequate time for the child to respond and make the right choice
2. Class Teacher or Teaching Assistant where appropriate should ensure that the child remains in sight
3. Assess the situation
4. If a child leaves the building follow at an appropriate speed in order not to appear confrontational in any way. **Do not chase the child.**
5. Notify SMT personally or by a runner.
6. Observe from a distance; if appropriate give verbal warnings regarding their actions and safety of others. Encourage the child back in to school.
7. Inform parent/carers immediately
8. If parent/carers are not available and/or the child leaves the school boundaries – inform the Police immediately
9. SMT to follow up incident with a meeting with the parent/carers and child.
10. Community Police Officer will be informed to enable them to visit the home to discuss with the child and family about the dangers of their actions
11. Maintain records in school for access by Governors and other agencies.

The protocol may be amended to take into account specific children's needs in consultation with parents.