



HANNAH MORE

PRIMARY SCHOOL

Policy Title: Behaviour Policy

Date Drafted: 07.2014

Date presented to Governors:

Effective From: September 1st 2014

Date for Renewal: September 2016

Signed by the Headteacher:

The Behaviour Policy is one of a group of documents that come under the umbrella title of 'Safeguarding at Hannah More'

The other documents in this group should be read in conjunction with this policy to give the full picture of safeguarding arrangements at Hannah More. These are:

- Anti Bullying Policy
- Child Protection Policy, Procedures and Guidelines
- E- Safety Policy
- Educational Visits Policy
- Guide to Safer Working Practice Health and Safety Policy
- Health and Safety Annual Audit
- First Aid Policy
- Annual Safeguarding Audit
- Single Central Record Policy
- Safer Recruitment Policy

1. Our Vision

Relationships:

There are warm, positive and trusting relationships at Hannah More. Children, staff and parents will be happy and respect will be shown through a calm and courteous approach. Adults will respond calmly to children, recognising their strengths and taking an interest in individuals; their learning, lives and interests. All staff and children feel valued and display a sense of belonging to the school community. Adults are consistent in approach, using positive language and fostering trust through active listening and supportive responses. Children are confident working in a variety of groups regardless of gender or ethnicity. Children have the confidence, training and opportunity to act in mentoring roles for other children.

Learning:

Children are on time for school and attending regularly so they can get the most from their learning. Lessons are interesting and expectations clear so that children are calm, engaged and enjoy learning using resources effectively and independently. Children are able to work with peers, independently or under teacher direction without distraction or conflict. They feel safe and confident within the classroom to have the resilience to try new things. A range of learning skills are actively taught to enable children to take control of their own development – including resilience, reciprocity, resourcefulness and reflectiveness. Parents take an active role in their children's education.

Play:

Playtimes are happy, fun and enjoyable. There are clear boundaries and expectations. Play is inclusive and safe. Children have opportunities for adult organised, child organised and for their own play and are confident to participate in all of these. They are actively taught the skills required to play effectively; they can engage in imaginative play and competitive games, they take turns and deal with the consequences of losing or winning. A variety of resources is available and used effectively, and adults model effective play. Children are able to resolve conflicts independently with encouragement from adults or their peers.

Managing Emotions:

Children understand that managing emotions is an important life skill and are actively taught how to do so in a range of ways including well-planned circle time. They can, therefore, clearly articulate and explain their emotions, become more resilient and know how to recognise and manage their feelings. Their self-esteem is strong. Positive and optimistic attitudes and language are used by both children and adults and adults model how to understand and express emotions.

Routines:

Clear expectations for all routines are known, reinforced regularly and displayed throughout the school. All children follow these routines and all adults take responsibility for ensuring they are followed. Children and staff are aware of daily and weekly timetables. Children move calmly around the school and sit quietly and calmly during assembly. Transitions are calm ensuring children are ready to learn when they return to class. Courtesy is shown between adults and children.

2. Building Relationships

We believe that building positive relationships within our school community is essential to ensuring positive behaviour and effective teaching and learning. We have identified four key relationships that need to be carefully fostered and developed to achieve the success we want.

Adult – Child Relationships

The purpose of this relationship is to ensure that children are able to grow and develop in a supportive positive atmosphere, feeling nurtured and secure. The relationship develops trust and fosters confidence and a willingness to face challenge. There should be an adventurous spirit at Hannah More. High expectations of children's moral, social, emotional and spiritual development are apparent and adults and children alike should feel respected and valued. Children are positive about learning, enjoy it and make good progress. They interact courteously with adults at all times and follow instructions and routines appropriately even when not directly supervised. The relationship is a key tool for adults to model a range of positive behaviours.

We achieve positive relationships by inspiring children with good teaching. Charters are used to clarify high expectations and are referred to these in a consistent way. Clear boundaries and a simple clear system of positive and corrective consequences are implemented. Adults adopt a positive attitude and use positive language, showing genuine pleasure in being in children's company, listening to them, showing empathy and creating time to communicate. Positive achievements in and out of school are celebrated and adults act as role models for children in a range of situations.

Child – Child Relationships

The purpose of these relationships is that children can grow and learn together as responsible, mature citizens and caring and supportive friends. They also provide support and encouragement for learning and help children to develop as happy and confident members of society. Children's relationships should also be opportunities for them to have fun, enjoy life and explore new horizons in a safe manner. They will learn how to empathise and resolve conflict.

We achieve positive relationships by offering opportunities for children to build relationships in both structured and unstructured ways. Charters are used to clarify high expectations and skills for achieving these expectations are actively taught through circle time, social stories, role play and PSE lessons. Adults teach and role model how to manage difficult situations. Children are actively taught how to play games and to create their own. Relationships are fostered within the classroom by teaching children the skills they need to be able to learn together and offering them the opportunity to do so, for example through group or pair work and opportunities for peer assessment. Opportunities are given to children to take leadership roles working with younger children in buddying projects, as play monitors or as part of the school council.

Staff – Parent relationships

The purpose of developing positive relationships is to foster a deeper understanding of our children and the communities they come from. We will aim to promote greater understanding of the school's expectations and create consistency between school and home. We wish to develop parents as co-educators of their children and support families to improve attendance and punctuality.

We achieve positive relationships by communicating clearly with parents, ensuring positive news is conveyed as well as any concerns. Staff will invest time and energy into building good relationships with parents, ensuring they are thanked for their involvement. School will make good use of communication methods including text messaging, newsletters, assembly, and use of class reps. Hannah More will continue to have an 'open door' policy. We will offer a range of parent workshops, including sessions on language skills, behaviour and play, in order to develop parents' skills as co educators.

Staff – Staff relationships

Good working relationships between staff members enable us to work effectively as a team, towards the school's goals. We aim to develop strong, supportive relationships throughout our staff team, which make the very best use of diverse talents and expertise. We strive for a team where relationships between staff members enjoy working alongside each other and provide positive role models for children and the wider community.

We achieve positive relationships by sharing knowledge of individuals' skills and expertise. Communication will be clear and effective. We will be honest, open, courteous and trusting of team members. We will provide thorough induction, followed by department meetings and opportunities for joint planning. We will plan events which promote team building and a sense of comradeship.

3. Clarifying Expectations and Teaching the Expectations

Relationships:

I have the right to be respected.

- **I have the right to be treated fairly**
- **I have the right to feel safe and secure**
- **I have the right to be actively listened to at the appropriate time.**

- I have the responsibility to show respect to others through listening, responding and being polite
- I have the responsibility to include others and treat others fairly
- I have the responsibility to resolve issues in a civilised, sensible and supportive way.

We will teach these expectations through modelling positive interactions and praising positive behaviours. Through the use of circle time we will develop children's speaking and listening skills and address key themes such as social skills, manners and equality. Active listening skills will be explicitly taught and visual reminders/prompts will be used throughout the school in the form of timetables, posters and charters. A consistent, supportive and differentiated approach will be prominent in all classrooms allowing all children to develop the confidence and trust to engage and to access their learning.

Learning:

I have the right to learn.

- **I have the right to enjoy learning in a positive and calm environment**
- **I have the right to be challenged and supported with appropriate teaching and resources**
- **I have the right to work independently and with a range of partners and groups**

- I have the responsibility to work collaboratively with a range of partners and groups
- I have the responsibility to allow others to focus on their learning
- I have the responsibility to reflect on my own learning and ask for help if necessary
- I have the responsibility to look after learning resources

Through the use of differentiated activities, mixed ability groupings where appropriate, clearly labelled resources, class charters and interactive displays, children will be able to work independently and collaboratively with their peers. Teachers will ensure that children are aware of their own individual targets and skills and will recognise individual strengths and areas for development. Teaching will be engaging with opportunities for outdoor learning and ICT incorporated where appropriate. Explicit teaching of assessment for learning techniques occurs in order for children to recognise where they are in their learning, what their targets are and how to reach them.

Play:

I have the right to play.

- **I have the right to play in a safe and stimulating environment**
- **I have the right to be accepted and included**
- **I have the right to be taught the skills to play effectively with my peers**

- I have the responsibility to be kind, respectful and tolerant of others play
- I have the responsibility to share space and resources with others and to value them
- I have the responsibility to include others

Children will be taught the key skills of turn taking, conversation and sharing and social skills intervention programmes will be implemented for those who need further support. Playground rules and charters will be visually displayed and referred to within the classroom and in the outside areas by all staff. Pupils will be trained as 'Play Leaders' and will encourage children to include others in their play, to use equipment appropriately and to participate in structured playground games.

Managing Emotions:

I have the right to express myself and be heard.

- **I have the right to be understood and accepted**
- **I have the right to learn skills to needed to manage my emotions**
- **I have the right to express my emotions appropriately**

- I have the responsibility to express myself appropriately
- I have the responsibility to keep myself and others safe
- I have the responsibility to be aware of others' feelings

All members of the school community will express optimism and gratitude in order to build hope and resilience. Through the use of assemblies and circle times key skills will be developed such as empathy, understanding and how to interpret different social situations. Emotional vocabulary and language scripts/phrases will also be taught to aid appropriate expression. Children who experience significant difficulty in managing their emotions will receive appropriate intervention, ie Thrive or Nurture Group. Individuals will be given the opportunity to reflect on their behaviour with a key adult and to form decisions on how to make amends.

Routines:

I have the right to be safe.

- **I have the right to be in a safe and secure environment**
- **I have the right to know about the structure of the day and any changes**
- **I have the right to learn and move around the school in a calm environment**

- I have the responsibility to attend school daily and on time
- I have the responsibility to respond accordingly to change and in a positive way

- I have the responsibility to follow the school's charters
- I have the responsibility to respect others and keep them safe

In order to ensure calm and orderly transitions and routines, visuals, charters and posters will be used that all staff will explicitly refer to. Rewards will be given to those who demonstrate good attendance and punctuality as well as class rewards for safe movement around the school. Staff will maintain the routine of the day and wherever possible will inform children of any changes in advance. Responsibilities will be allocated to children to develop their leadership skills, such as school council, class ambassadors, peer-mediators.

4. Positive Consequences

We expect all children to behave in a positive manner towards their peers and staff and as such individuals who achieve this receive positive consequences and incentives. These positive consequences are consistent throughout the school.

Verbal Praise. Verbal praise should always be used to recognise positive behaviour and individual achievements.

Gold Card for Exceptional Achievement. Gold cards are given for an individual's exceptional achievement and lead to a certificate being presented in our celebration assembly. They are also awarded when a child reaches Gold on the class behaviour chart.

Super Kid. A child is allocated the award of Super Kid once a week in our celebration assembly for exhibiting an excellent attitude to their behaviour or learning. Teachers must notify the parent of the child in advance in order for the parent to attend the assembly.

Sticker Charts. Sticker charts are used to reward positive behaviour and are generally used to support those with specific learning and/or behavioural issues. The child must have no more than 3 targets and they must be clearly defined.

Golden Time. Golden time occurs throughout the school on a Friday afternoon. Golden time lasts for 20 minutes and the minutes are to be earned by the class throughout the week.

Class Treat. Classes can earn points towards a class treat. These are usually themed to suit the class – e.g. Earn 10 teeth on the Enormous crocodile. The points can be allocated by all members of staff for reasons such as teamwork, whole class achievement and demonstrating the gold standard when moving around the school.

Writer of the Week. A writer of the week is selected per class and awarded in our celebration assembly. The writer must have demonstrated clear academic achievement and effort.

Lunchtime Awards. Lunchtime staff may award house points and class points for classes who line up and respond appropriately. They will use stickers to immediately reward positive behaviour displayed in the dinner hall or in the playground.

House Points. The school is divided into 4 houses: Oak, Chestnut, Sycamore and Beech. Siblings will be in the same house. Each house will have two staff leaders and two pupils representing the FS/KS1 and KS2.

House Points can be awarded for respecting the rights of others, demonstrating appropriate behaviour, following instructions, homework, excellent manners, acts of kindness. Writer of the Week and Super Kid will be awarded 10 house points each.

One afternoon per term will be dedicated to house activities, such as trips, workshops, carousels of activities, treasure hunts, picnics and team building games. There will also be opportunities for house competitions, such as sports day, talent show.

The total amount of house points awarded will be collected weekly on a Thursday afternoon and announced in the celebration assembly on Friday morning. At the end of terms 2, 4 and 6 the house with the most points will be granted an extra afternoon of house activity.

5. Corrective Consequences

Through our corrective consequences we want children to take responsibility for their unacceptable behaviour and understand the consequences of it. Children will have an opportunity to reflect on their behaviour and put things right – we want positive outcomes. The consequence should act as a deterrent. Parents should be involved at an early stage if children's behaviour is not good enough. Adults must administer corrective consequences in a consistent way.

You are doing exceptionally well!!

Children will move to gold when they achieve something exceptional. A Gold Card will be awarded to any child who reaches gold during a day.

You are exceeding expectations!

Children will move to silver when they have shown behaviour or learning a little above and beyond expectations, or perhaps because they have remained on green for an extended period of this is something they find difficult.

Excellent!

You are doing the right thing, well done!

Children will be rewarded for staying on green or gold for the week and for the term. Their names will be on this section of the classroom display and teachers will give them lots of praise and encouragement for remaining on Excellent. Children who have stayed on excellent for the whole term will receive a special green certificate as a reward.

Step 1

Given after the second warning

Children receiving a second warning for breaking class and school rules will move to this step. Their names will be displayed here until the end of the day. Logs are kept by the class teachers of children moving through the steps and behaviour will be monitored to ensure they are given the appropriate reminders and support. They are encouraged to think about their behaviour and how to avoid moving to step 2.

Step 2

Move to the thinking table

Children are moved to this stage after a third warning for breaking class or school rules. They will be asked to move to another part of the classroom and reminded of the rules they broke and the expectations. They will remain on this step until the end of the day and their behaviour will be monitored to ensure appropriate support is given

Step 3

Go to a partner class for 15 minutes

Children continuing to break class rules, or in cases of serious misdemeanours, will move to step 3. They will be sent to a partner class with a behaviour sheet to complete. They will be asked to reflect on their behaviour and think about how they can turn it around. Teachers will contact parents by phone or in person at the end of the day if children reach this stage. Children frequently reaching this stage of the behaviour policy will require a behaviour plan which should be discussed with the Behaviour or the Inclusion Leaders.

Step 4

Go to a senior teacher – your parents are informed

Children reaching step 4 will be taken to a member of the senior leadership team and asked to account for their actions. It is rare that children reach this stage. They will be asked to reflect on their behaviour and a phone call home may be made to discuss their behaviour further and the next steps. Strategies will be put in place to enable the child to turn their behaviour around. Children frequently reaching this step of the behaviour policy will have a behaviour plan or daily chart in consultation with parents and given appropriate support to turn their behaviour around.

Levels of Unacceptable Behaviour - Classroom

Behaviours that may lead to a warning or moving to the yellow zone

- | | | |
|---|---|-----------------------------|
| * Breaking one of the school or class rules | * Wandering around in work time | * Shouting |
| * Inappropriate behaviour at the table at lunchtimes | * Stopping other children from working | * Dropping litter |
| * Mischievous behaviour e.g. teasing/poking/squabbling | * Name calling | * Spitting on the ground |
| * Toys and playthings brought into school | * Indirect bad language | * Telling fibs |
| * Irritating and 'winding up' other children | * Careless play | * Arguing |
| * Not getting on with work set | * Showing negative attitude to an adult/s | * Misuse of equipment |
| * Bringing sweets or chewing gum into school | * Calling out in the classroom | * Taking things from others |
| * Failing to clear up and tidy things away | * Careless use of books and materials | * Talking in assembly |
| * Making fun of another child or his/her work | * Running in the school building | * Squirting water/juice |
| * Failing to stand still and/or line up properly in the playground at the end of break-times when asked | | |
| * Hanging from/standing on/climbing on/jumping over the ramp bars | | * Jumping on milk cartons |
| * Messing around with the water butts | * picking up outside ground covering | |

Sanctions/Consequences

- | | | |
|-----------------------|--------------------------------|---|
| Reminder of the rules | Telling off by staff – warning | One warning from the school sanction system |
| Sitting/working alone | Minutes off playtime | Staying in school for some of the lunchtime |

Please note: the repetition or accumulation of incidents may lead to more serious consequences

e.g. Isolated in a safe supervised place for a fixed period of time Loss of all break-times for a fixed period

Behaviour report being sent home for a fixed period of time

Behaviours that cause a jump straight to Red

- | | | |
|---|--|---------------------------|
| * Telling lies | | |
| * Excluding others and making them feel unhappy | * Defacing or damaging equipment | * Swearing |
| * Being disrespectful/rude to an adult/s | * Throwing things | * Refusing to work |
| * Displaying temper by kicking/pushing objects | * Stone/sand or bark throwing | * Play fighting/wrestling |
| * Walking out of the classroom without permission | | |
| * Stealing (the Head Teacher may be informed) | * Misuse of toilets and wash areas | |
| * Indirect racist/sexist/discriminatory behaviour | * Intentional misuse of Internet facilities (e.g. games) | |
| * Making unkind remarks/swearing at another child/putting down their family members | | |

Sanctions/Consequences

- | | | |
|--|--|--|
| Spending time in a partner class | Missing an extended time at lunchtime play | Withdrawal from class for a fixed time |
| Reprimanded by Head/Deputy Head/Key Stage Co-ordinator | Sent home at lunchtimes for a fixed period | |
| Class teacher/Head/Deputy/Key Stage Co-ordinator will inform parents/carers to discuss options | | |

Please note: the repetition or accumulation of incidents may lead to more serious consequences

Behaviours that cause a jump straight to Purple

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|---|---|
| * Running out of school (The Police may need to be informed) | * Bullying |
| * Intentional misuse of Internet facilities (e.g. adult sites) | * Direct racist/sexist/discriminatory behaviour |
| * Fighting that only stops when an adult physically stops it | * Being challenging/very rude to an adult/s |
| * Deliberately hurting another child (his/her body OR feelings) | * Deliberately throwing/overturning furniture |
| * Needing physical restraint by a member of staff | * Spitting directly at another person |
| * Misuse of scissors, tools and other potentially dangerous objects | * Refusing to go to the Head (or designated person) |

Sanctions/Consequences

- | | |
|---|--|
| Head/Deputy contact parents/carers to take child home for rest of day | Sent home at lunchtimes for an extended fixed period |
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Please note: the repetition or accumulation of incidents may lead to more serious consequences

Extreme Behaviour – Parents contacted immediately

- | | |
|---|--|
| Repeated physical aggression to another child | Persistent bullying incidents, verbal or otherwise |
| Bullying a child that leads to a serious injury | Intentionally hitting a member of staff |
| Swearing directly at a member of staff | Physical confrontation with an adult |

Sanctions/Consequences

Parents contacted as soon as possible with child being put on a:

1. fixed-term exclusion (within the school)
2. fixed-term exclusion (being sent home)
3. PSP (pastoral support programme) drawn up – part-time attendance at school only with extra support
4. Permanent exclusion from school

(Governors informed at this stage)