



# Behaviour Policy

Date policy was last reviewed and approved:	<b>February 2018</b>
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**Related policy: Anti-bullying policy + Anti-bullying contract**

Please note that the *Four point plan for a named child* is held as separate document.

## **Behaviour Policy**

**RESPECT MUST BE EARNED. IT IS NOT FREELY GIVEN. GIVE RESPECT AND YOU WILL RECEIVE RESPECT IN RETURN.**

### **Aim**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The policy aims to educate young children who are still learning about how to be respectful citizens and treat each other with respect. On occasions when children do not conform to our high expectations, we always use this policy to consistently educate them about the right way to behave. It aims to promote an environment where everyone feels happy, safe and secure and has the opportunity to learn uninterrupted.

The school has a number of school rules, but the **primary aim** of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school will seek parental support relating to behaviour issues. This policy is designed to promote good behaviour, thus developing an ethos of kindness and co-operation, rather than merely deter anti-social behaviour.

### **Expectations:**

#### **The school expects:**

1. Every member of the school community to behave in a considerate way towards others.
2. Children to be treated fairly and that this policy is applied in a fair and consistent way to all irrespective of gender, race, religion, culture, sexual orientation, social class, disability, special educational need, appearance or health related conditions.
3. All members of staff to follow regulations regarding the use of force by teachers, as set out in DfE Advice 2011, "The Use of Reasonable Force, Advice for Headteachers and Governing Bodies". Adults working in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.
4. All adults to adhere to the following principles:

### **To promote good behaviour DO:**

- Be punctual and prepared.
- Set achievable targets that will motivate, interest and extend all pupils.
- Promote self-esteem through building success and positive feedback or praise.
- Provide a stimulating learning experience that takes account of children's interests, backgrounds and has a solid context in which the learning is set.
- Keep an attractive, clean and tidy room with interesting displays that celebrate the achievements of all children in the class.
- Use positive language, (e.g. instead of "don't run", say "please walk").
- Apply school rules consistently and fairly, working to agreed procedures.
- Follow up problems to their conclusion, dealing immediately with the few who present problems.
- Establish your authority firmly and calmly.
- Separate the problem from the person.
- Be positive and build relationships, getting to know pupils as individuals.
- Ensure actions and sanctions are carried out, are do-able and fair. (Therefore the sanction "no one goes home until the missing pen is returned" fails on 2 counts: 1) The children must go home at home time whether the pen has been returned or not. 2) A blanket punishment will be regarded as unfair by the bulk of the class who are innocent victims.)
- Remember: To ignore bad behaviour is to condone it. Always take issues up, even if it is not straight away.
- Always inform parents at the earliest opportunity in the event of emerging behaviour problems.

### **To promote good behaviour DON'T:**

- Respond to attention seeking children. If possible divert, but ALWAYS deal with this.
- Let children wander unnecessarily.

- Use work as a punishment.
- Allow unacceptable behaviour to pass without action.

**If you cannot resolve a problem, seek advice and support from your Phase Leader, Deputy Headteacher or Headteacher. Make sure it is pursued to a satisfactory conclusion.**

- All adults to present themselves as role models for the children.
- Acceptable standards of behaviour, work and respect depend on the example we set.
- Relationships are vital; relationships between everyone and at every level. Always take the initiative: Greet and be greeted. Speak and be spoken to. Smile and relate. Communicate.
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour.
- Success is tested not by the absence of problems but how we deal with them.

7. All adults to use the following strategy:

Address the problem

Avoid confrontation

Listen

Establish the facts

Judge only when certain

Use punishments sparingly

Communicate to parents

8. All adults to do all they can to avoid:

Humiliating	—	it breeds resentment.
Shouting	—	it diminishes you.
Over reacting	—	the problem will grow.
Blanket punishments	—	the innocent will resent them.
Over punishment	—	never punish what you can't prove.
Sarcasm	—	it damages you.

9. All adults to avoid taking away rewards already given but sanction the inappropriate behaviour separately:

Try humour	-	it builds bridges.
Be calm	-	it reduces tensions.
Listen	-	it earns respect.

The practices outlined in this policy are regularly reviewed with children, staff, parents and governors. Teachers monitor positive and inappropriate behaviour and this information is fed back on a half termly basis to the senior leadership team and governors to establish the effectiveness of the policy.

### **Behaviour Management System (Code of Conduct)**

We operate a consistent system across our school outlined in our Code of Conduct which forms part of this policy. We expect all members of our community to follow our Golden Rules. Children are rewarded for doing so and our system uses an agreed set of sanctions when they do not.



## Together Everyone Achieves More

### HEMINGFORD GREY PRIMARY SCHOOL

### POSITIVE BEHAVIOUR CODE OF CONDUCT

Hemingford Grey Code of Conduct

School Golden Rules:

1. We are kind and helpful
2. We always try our best
3. We listen
4. We always think about how people feel

#### Plus for Key stage 1:

5. We say please and thank you
6. We tell the truth
7. We look after other people and things around us

#### For Key Stage 2:

5. We are polite
6. We are honest
7. We respect everybody and the environment around us.



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The children spend time in class working on the rules, unpicking what they mean and crucially, why it is important to have these rules in place at school.

There are a wide range of meaningful rewards for children who have followed the Golden Rules and displayed positive behaviour, which are outlined at the end of this Policy. Ultimately, the children have articulated that the most meaningful reward is receiving targeted, positive praise from an adult, which recognises their effort, either in work or conduct around school. However, this does not preclude the use of rewards to highlight and celebrate positive behaviour. This approach to behaviour and learning is summarised in the 'Feel Good Feel Proud' poster, which is displayed in all classrooms and was designed by House Captains and Vice Captains in June 2017.

We also have a sanction system for times when the rules are not followed. This is because we all want our school to have a safe, hard working ethos, where everyone is respected and able to work and perform in conditions which bring out the best in every individual.

The system we have in place is being run in many schools with a high rate of success. All members of staff use it so that the children know it is consistent. All members of staff issue yellow cards. Regular teachers and HLTAs issue red cards.

1. If a child misbehaves, the teacher will issue an oral warning.
2. If the behaviour continues, a warning will be issued and the child's name will be written on a yellow card. The child will be asked to say what rule has been broken (this may be after the incident if the asking the child at the time disrupts the flow of learning)
3. If it happens again, the name will go on the yellow card as before with explicit reference to the rule that has been broken. In KS2, the consequence of the double yellow card is 10 minutes of the next playtime missed, to be sat outside the staffroom. The yellow card is wiped clean at the end of each day so that the children know they can come to school with a fresh start the next day.
4. The third time means that the child has their name written on a red card and will, as a consequence, spend their lunchtime inside and discuss with their class teacher or Phase Leader what has happened, why their behaviour was wrong and how they can make up for it.
4. Teachers will inform parents/carers, either via phone call, phone message or in person at the end of the day, if their child has received a red card and why.
5. If a child receives two or more red cards in a half term, they will be sent to the Headteacher who will apply an appropriate sanction, e.g. playtime missed for the day, loss of privileges such as representing the school in a sporting tournament or being an Ambassador or House Captain (particularly important since we all want our school to be represented not only by those with good sports skills, but by those who can be ambassadors for reflecting the climate

and ethos of the school), withdrawal from a school-run club and loss of golden time .

6. If a child is sent to the Headteacher twice in a half term, or if there are persistent behavioural issues, parents/carers will be invited in to discuss the situation with the Headteacher. Clearly, if a parent/carer has any concerns throughout this period, they can contact the class teacher to discuss them.

With the children, we agree that some behaviours need to bypass the system above because of their serious nature. Where the following behaviours happen, the child is sent straight to the Headteacher.

- Aggressive physical contact
- Racist comments (these are always fully explored and always reported to the Headteacher)
- Deliberate defiance

**The following procedure will then take place:**

1. An incident form will be filled in with the Headteacher.
2. The child must apologise to anyone who has been hurt by that behaviour. This may include a written or drawn apology.
3. Appropriate sanctions will be applied – ref. point 5 above.
4. Parents will be informed.
5. If a child is sent to the Headteacher twice in a half term or if there are persistent behavioural issues, parents will be invited in to discuss the situation with the Headteacher.

If, under the warning system or as a result of direct visits to the Headteacher, the behaviour persists, the following course of action will take place:

- A behaviour modification programme will be set up involving the child, parents, teacher and special educational needs co-ordinator.
- Pre-exclusion form issued.
- Exclusion – temporary or permanent. Always a last resort.



## REWARDS

Any child who has no yellow cards receives a sticker each week. If they have no yellows for the half term, they receive a merit award.

Merits - for outstanding effort, politeness and respect in all areas of the curriculum.

Praise postcard sent home to parents/carers.

Uniform, Effort or Punctuality of the Week award.

Magic Manners place or Lunchtime Award for specific good behaviour at lunchtimes.

Raffle tickets - given for following Golden Rules.

Learner of the Week certificates - teachers nominate children to get a certificate for achievement in assembly.

Positive comments in books

Displays of work and achievements

Sending to Headteacher or Phase Leader for achievements to be praised.

**Ultimately, the children have articulated that the biggest reward for them is receiving targeted, positive praise for their work or conduct around school.**



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## **SANCTIONS AND PUNISHMENTS**

Red/Yellow card procedure

Loss of play / lunchtime

Change of seat

Removal from class (Under supervision)

**Removing the perpetrator from key points in the day such as play and lunch times**

**Confiscating any personal property where the item is used to cause harm to others**

Send to Phase Leader, Deputy or Headteacher

Withdrawal of privilege including exclusion from whole school activities, trips, events, clubs

Parental contact by teacher, Phase Leader, Deputy or Headteacher

Behaviour log

Incident form

Exclusion—a last resort

**The receipt of rewards and sanctions are summarised in each class' Behaviour Book. Rewards are recorded at the front of the book and sanctions at the back, and they are delivered to the Headteacher at the end of every week. This enables the Headteacher to informally monitor behaviour on a weekly basis and swiftly deliver messages to classes and individuals, both positive and constructive, on a regular basis.**

