

# Behaviour policy



**February 2017**



## Behaviour Policy

Reviewed January 2017

This policy aims to increase children's ability to take responsibility for the management of their own behaviour.

### **The role of adults in school**

All adults working or helping in school have a duty to ensure the highest standards of behaviour by their management and supervision of all children and by acting as a role model. Good behaviour can be promoted by adults by:-

- (a) ensuring that children are properly supervised at all times being aware of specific times or situations when unacceptable behaviour may occur such as wet playtime or change over between sets or on educational visits
- (b) dealing appropriately with breaches of the school rules from children in all areas of the school
- (c) being consistent and fair in their management of behaviour and the awarding of rewards and sanctions by following the school's behaviour systems
- (d) recognising that each child is an individual with individual needs
- (e) responding rapidly to incidents of violence, bullying or racism
- (f) working towards raising the self-esteem of all children
- (g) encouraging and recognising children's achievements in a variety of ways as described in the rewards section
- (h) providing opportunities for children to discuss behaviour and express opinions as to what is and what is not acceptable
- (i) demonstrating tidiness and encouraging children to take a pride in their school building and school resources
- (j) encouraging children to appreciate the work of everyone employed in the school
- (k) modelling the behaviour that is expected from the children

### **School Rules**

The aims of this policy will be met by everyone observing a set of agreed rules

1. Be polite, friendly and helpful to everyone in school
2. Try to settle arguments peacefully
3. Take care of the school environment
4. Respect other people's belongings
5. Be careful and always walk inside the school building

### **The rules will be reinforced by every member of staff:-**

- a) expecting high standards of behaviour and work
- b) never ignoring an infringement.
- c) reminding pupils about what is expected.
- d) investigating any disturbance e.g. toilets, resource areas.
- e) supporting all colleagues.
- f) checking all resources are returned/looked after properly.

## **Classroom Rules**

For learning to take place there must be a sense of order and as well as school rules, each class teacher should involve the children in drawing up a set of classroom rules which promote positive behaviour and a positive learning environment. When communicating the policy to pupils, class teachers should ensure that children are aware of the different methods of resolving and airing their views. This may be through discussion with the teacher, senior teachers, learning mentors or peer mediators.

## **Rewards**

The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour that we wish to develop. There should be consistent and public praise of good behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour. It is much better to give public, positive praise to one child, "Well done Asia, I can see you are ready and listening", rather than give negative attention to another "Sarah you're not listening to me". In addition to praise, children appreciate visible signs of recognition and will work towards achieving a reward.

## **House points**

All children from year 1 to 6 are allocated a House team based on a famous child author (Wilson, Morpurgo, Rowling and Dahl). EYFS use the corresponding colour for each house (yellow, blue, red and green).

House point charts are displayed in class and form the core of the rewards system.

Children earn house points for good effort in class; their name next to a smiley face in class; helping peers; contributing to school life, correct PE kit etc. Children tick house points next to their name as they earn them.

Where stickers are handed out as rewards to EYFS or any child these will correspond to a House point that can be added to their total. No separate behaviour/ reward sheet is to be used for stickers.

Children can also earn house points during lunchtimes for bringing in a healthy packed lunch or finishing all their school meal. They will be presented with a lunch sticker and they can add a house point to their chart when they get back in to class. Mid-day supervisors can also give house points for good behaviour they observe in the dinner hall and play ground.

House points are collected each Thursday by the House captains from Year 6 and the winning house announced each week in Friday assembly. The overall winning House for the term will win an extra play – time where all the children in that House get an additional 15 minute play in the playground. Non-classed based staff and members of the leadership team supervise the additional play.

It is essential that class teachers actively monitor the number of House points that pupils in their class are receiving. If some pupils are not regularly receiving House points teachers should actively seek opportunities to find those pupils doing something worthy of the award. Teachers should also regularly discuss with pupils the kind of things that they can do to earn House points.

## **Sanctions**

Although the emphasis should always be on encouraging positive behaviour, there must be a formalised system for dealing with instances of disruptive and harmful behaviour.

Teachers can deal with disruptive behaviour by using the following sanctions

<b>1</b>	Remind the child of the classroom/school rules
<b>2</b>	If the behaviour persists then the child's name will be written on the board next to a sad face.
<b>3</b>	A further tick will be placed against the name
<b>4</b>	Time out to learning mentor/ year group leader (children to complete reflection sheet)
<b>5</b>	Time out with a senior member of staff (children to complete reflection sheet)

Examples of the kind of behaviour that would **lead** to a child going further towards time out are:

- name calling
- shouting out during quiet time
- lack of effort
- refusal to co-operate with staff or fellow students
- leaving the classroom without permission
- not returning promptly after playtime and lunchtime
- preventing other children from working
- Minor physical acts
- Ignoring instructions

Children should be encouraged to complete a reflection sheet (appendix 2) during their time out. If this is not possible then a discussion should take place around behaviour expectations for the school.

### **Incident Log**

Hartley Primary School has an electronic incident log on the safeguard software tool where staff can record disruptive behaviour of pupils (appendix 1) so that it can be tracked and monitored by the pastoral team and SLT ( appendix 3a). Consistent breaking of rules (2 ticks against their name on the sad face) or verbally insulting others would result in a child's name being added to the incident log. See Appendix 3b for managing concerns around negative behaviour. Any concerns around behaviour that take place during lunchtimes should be logged and followed up by the learning mentors. The midday supervisor should also report behaviour incidences to the learning mentors.

### **Playground Procedures**

To support this policy and to improve behaviour in the playground the following procedures should be followed;

- All rubbish to be put in bins
- No balls from home (school will provide playtime equipment)
- No toys
- No electronic games/mobile phones
- No play fighting
- No children in school unsupervised or unaccompanied by a monitor/play leader. This means class teachers cannot arrange to be meet people at their classroom for 'jobs'
- Inappropriate behaviour in the playground may lead to children standing with a teacher/mid day supervisor for the remainder of break.

To ensure that opportunities for poor behaviour are limited children should be collected promptly from the playground at the end of lunch and the end of playtime.

## Good manners

We try to ensure children are equipped with 'good manners.' This means showing consideration of others in our speech and actions. We ask children to:

- use "please" and "thank you" when asking for and receiving anything
- address people by their name rather than just e.g. "you" or "she"
- look at people when speaking to them
- say "excuse me" and "sorry" when appropriate
- hold a door open for someone following behind
- enter classrooms and learning areas politely ("Sorry to disturb you but...")

All adults working in school are asked to model these behaviours at all times.

## Serious Offences

Some serious offences continue to cause a child to be sent directly to a member of the Senior Leadership Team or for detention. i.e. wilful damage to school property, insolence and violence. On occasions like this another child should be sent to summon a senior member of staff. In these circumstances it is very likely that the parents will be informed. The incident log must be updated with details of the incident.

If a teacher uses the withdrawal of playtime as a punishment, then the teacher becomes personally responsible for the supervision of that child. At playtime teachers must not leave children unsupervised anywhere. Children should not be told to stand against the wall in the playground.

In accordance with Trust (LIHT) procedures, all serious incidents involving any racist, homophobic or bullying incidents should be reported to the Behaviour Lead and a record made in the **serious incidents file**. This includes verbal and physical insults related to race or religion. This information will then be reported to the Governing body.

## The Power to Discipline Beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's, or staff authorised by the Headteacher, discretion and if discipline is deemed necessary will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

## Searching Pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff.

The Head teacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect

- \* 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
  - \* Cause injury or damage
  - \* Any item banned by school rules
- \* School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

## **Behaviour Management and Physical Intervention**

In line with our staff code of conduct, all pupils have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a pupil. The use of demeaning or insensitive comments towards pupils is not acceptable nor is deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence.

Physical intervention can only be justified in exceptional circumstances. Adults may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others or causing damage to property, though wherever possible, physical handling should be carried out by those who have completed positive handling training. Adults should have regard to the health and safety of themselves and others. It is always unlawful to use force as a punishment.

Where it can be anticipated that physical intervention is likely to be required with a pupil, a plan should be put in place that the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit the use of unlawful physical intervention.

## **Exclusion**

The decision to exclude a child should be made by the Head teacher. The Head teacher can exclude a pupil on disciplinary grounds. The behaviour of pupils outside of school can also be taken into account when considering exclusion.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 days in a single academic year), or permanently.

A fixed period exclusion can include part of the school day e.g. lunchtimes.

Any decision to exclude must be made in line with The European Convention on Human Rights 2010 and be deemed rational, reasonable, fair and proportionate.

Full details of exclusions can be found in the Department of Education statutory guidance, January 2015.

This policy was agreed and adopted at the meeting of the Governing Body of Hartley Primary School.

Chair of Governing Body

Signed .....

Name .....

To be reviewed January 2018

## Logging a behaviour incident

For staff members, behaviour incidences should be made via the Safeguard Software tool.

### *Logging a new incident.*

- Log into SafeGuard. [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk)
- You have the option to search for a child. This can be any part of their name or class.
- In the "Actions" column - press "Create Concern".
- Open the **incident** tab
- Enter your concern and any members of staff involved. If there are no other staff members involved then leave the staff involved section blank.
- Press "Create Concern" and you are done.

The learning mentor for your year group will be the first point of contact for concerns and queries regarding any behaviour incidences in our school.

## MY REFLECTION

**I was feeling** \_\_\_\_\_

**and I**

\_\_\_\_\_

**This was the wrong choice.**

**Instead, I could have**

\_\_\_\_\_

**or** \_\_\_\_\_

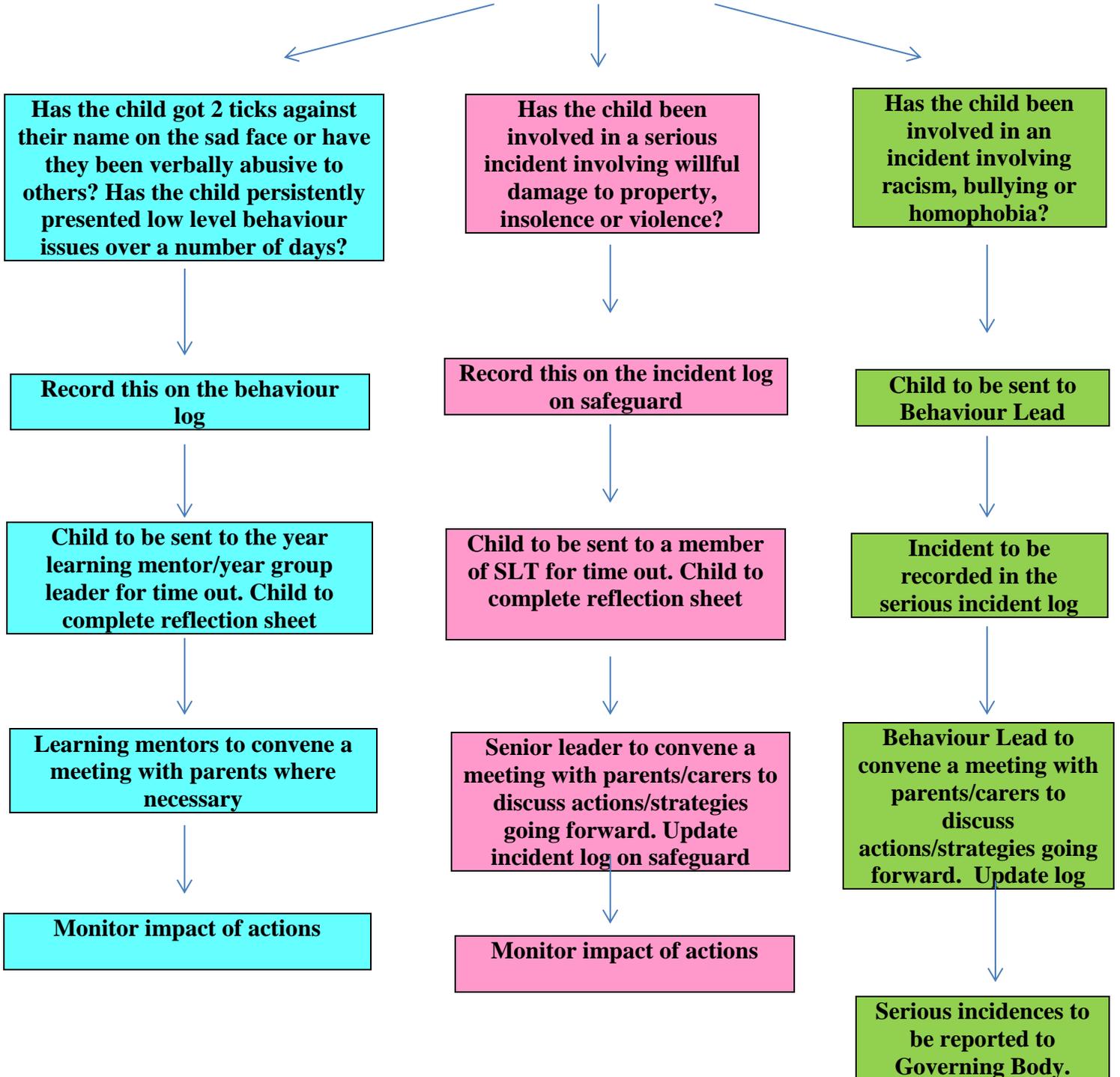
\_\_\_\_\_

**To put things right, I will**

\_\_\_\_\_



**Do you have a concern about a child's behaviour?**



**Learning mentors will be available every lunch time to immediately respond to and record any behaviour incidences. All staff to inform learning mentors of any negative behaviour occurring at lunchtime which they will then record on the behaviour log and follow up.**

# Hartley Primary School

## Pastoral Team

### **Behaviour Lead:**

Assistant Head Teacher:  
Mr Jerome Lodewyk

**Learning Mentor  
EYFS and KS1:**

**Miss Bibi Ahmed**

Available in the playground  
from 12:15-12:45

**Learning Mentor  
Year 2, 3 & 4**

**Miss Sunny Sharma**

Available in the playground  
from 12:45-1:15

**Learning mentor  
year 5 & 6**

**Mr Dan Cox**

Available in the playground  
from 1:00-1:30

**Inclusion leader**

**Mr Jerome  
Lodewyk**