



# LITTLE HARROWDEN COMMUNITY PRIMARY SCHOOL

## BEHAVIOUR POLICY

Responsible person: Mrs. J. Foo

Date adopted: December 2016

Review by: December 2018

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

### School Aims:

We want all our children to:

Love Learning; become life-long learners

Be Happy and Healthy

Become Respectful and Responsible Citizens of the world

Develop Passions and Talents

Succeed (Achieve individual potential)

### Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child having difficulty managing their behavior is not the responsibility for an individual teacher; they are the responsibility for the school community, including the parents.
- Good behavior is beneficial to all children’s learning and wellbeing.

### What are the aims of this policy?

- For all adults, including parents and carers, to project themselves as good role models, co-operating and supporting one another, and treating all members of the school community with courtesy, consideration and respect.
- For all adults to have a high standard of pupil expectation in all aspects of work.
- For all adults to promote pupil self-esteem and intrinsic motivation to learn well.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide a purposeful learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.

- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Other relevant documentation : Anti Bullying Policy, Anti Racism Policy, Special Needs Policy, Attendance Policy, Feedback Policy, Positive Handling Policy, Home School Agreement, Positive Handling Policy, Exclusion Policy, SMSC Policy, Online Safety policy

#### **Our purpose is:-**

- \* to maintain levels of outstanding and respectful behaviour
- \* to provide a consistent approach in rewarding outstanding behaviour
- \* to provide a consistent approach in responding to unacceptable behaviour
- \* to ensure that behaviour does not inhibit learning or impede potential.
- \* to support and manage the change of unacceptable behaviour to outstanding behaviour.

#### **School Rules:**

At Little Harrowden, we have the following expectations of all our school community:

- 1.Be honest**
- 2.Listen well**
- 3.Be kind**
- 4.Work well**
- 5.Take care**
- 6. Be polite**

For younger children, the principles of the rules are simplified to the following statement:

***"Kind hands, kind feet, kind words"***

#### **Curriculum**

At Little Harrowden Primary we understand the importance of providing a challenging curriculum that meets the needs of all pupils. By delivering this curriculum in interesting and imaginative ways we will inspire and excite the learners in our classes. We believe that an appropriately structured curriculum and an effective learning environment ensure that unwanted behaviour will remain low.

## **Online Behaviour**

School recognises the growth in the internet and social media as a means of communication and understanding of the World. We expect children to follow the same code of conduct online as they would in the 'real' world. We teach Online Safety and also model the correct use of social media. If incidents of cyber bullying are reported to school we act upon it, ensuring that the parents of all involved are informed. We record cyberbullying using the same procedures as those found in the anti-bullying policy. We will also inform parents if we discover that children are accessing age inappropriate games, websites or films.

## **Well-being wheel**

Children are encouraged to use the school well-being wheel to consider their actions and emotional well-being. This promotes independence in problem solving and encourages self-awareness. The wellbeing wheel also promotes positive emotional literacy, Protective Behaviours and communication skills to support children's needs.

## **Relationships**

Healthy, trusting relationships built upon **mutual respect** are an essential element of developing good behaviour amongst children.

## **Attendance and punctuality**

We expect children to attend well and on time. We reward the class with the highest attendance weekly in Achievement Assembly. Children with 100% attendance are also rewarded for their achievements. We recognise the links between achievement and good attendance. Please see our Attendance Policy for information about our procedures and practices.

## **Mentoring**

Children's behaviour both in and out of the classroom are tracked termly and appropriate targets for behaviour improvement are discussed with the child and parents at Pupil Learning Conferences and regularly with children. Behaviours that are tracked include behaviour in and out of class, attendance and punctuality, readiness to learn through having the right equipment and attitude to learning and others. We have a Behaviour Support Worker who can also provide focused mentoring for children if necessary.

## **Rewards and Sanctions**

Behaviour tracking and target setting links directly to clear rewards or sanctions. This policy is designed to promote and acknowledge good behaviour rather than to deter poor behaviour. Reward schemes are in place to recognise attendance, meeting targets, following the rules and for success and achievement. See Appendix A for details of our rewards.

## **Sanctions**

We divide unacceptable behaviour into three broad bands:

### **Level 1: Low level**

### **Level 2: Consistent/significant disruption**

### **Level 3: Extreme**

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.

- It should be the behaviour rather than the person that is sanctioned.

See Appendix C for levels of unacceptable behaviour and sanctions in our school.

### **Support systems for individual pupil need**

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage. Parents should be aware of these systems.

For some children an IEP or Behaviour Support Plan may be required to support good behaviour. This should be agreed in conjunction with parents as it is acknowledged that a strong home/school link is paramount in changing behaviour patterns. All members of staff who have contact with the child will be made aware of the aims of the IEP in order to maintain a consistent approach.

### **Support systems for staff**

School will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training we seek to develop a staff that is confident in deal with challenging behaviour effectively and successfully. All staff have a copy of this policy in order that behaviour management is consistent throughout school. All teaching staff are issued with a blue recording book which they should use to record discussions with parents and any accompanying actions. Incidents Level 2 and level 3 shall be recorded using My Concern.

It is important for staff to stay calm and manage their own emotions when dealing with poor behaviour. We recognise that, when confronted with very poor behaviour, it is sometimes hard to manage emotions. We, therefore, promote a policy of asking for help and support to manage an incident. You can ask any adult for help as this policy recognises that managing behaviour is every staff member's responsibility. All incidents should be addressed in a professional way. (See Positive Handling Policy) Staff having difficulties should speak to their line manager or member of the SLT in order to receive guidance and support.

We encourage communication regarding experiences of dealing with poor behaviour but please be mindful of the tone and audience when discussing a child so as not to offend members of staff or label a child unnecessarily. After dealing with a difficult experience, it is useful to have a professional conversation (debrief) to reflect upon events. Please speak to your line manager if you wish to debrief after an incident.

### **Support systems for parents**

Little Harrowden Primary has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. School will have a good knowledge of support networks for parents and carers and be able to direct families to relevant support.

### **Expectations of adult behaviour**

All adults are role models for children at school. We expect that all adults will conduct themselves in a manner which promotes the values of the school and we will not tolerate rude or aggressive behaviour by any adult.

## Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.

This document is freely available on the school website.

It will be reviewed on a bi-annual basis.

## Signed

Chair of Governors

Date.....

## Appendix A - Rewards

- **Smiles, praise and encouragement**

Always try to spot the child who is doing the right thing. Often if you praise that child for the correct behaviour, other children will follow their example. Remember to explain why you are happy with the child's behaviour. Ensure high expectations; don't praise unless you see the correct behaviour.

- **Teams (Each child is designated to one of 4 teams)**

Every child and adult in school is assigned to a team. The team names were chosen and voted by the children and represent outstanding role models in each of their fields; Science, Art, Literature and Humanity). They collect smileys for a personal total and a collective total. (Bronze =100, Silver = 200 and Gold = 300). The class can decide on a class reward for children achieving 100 per term in KS2 (Autumn, Spring and Summer). In KS1 it is recognised that shorter reward times are necessary and rewards will be more frequent towards to 100 smiley goal.

Smileys should be given for the following behaviours:

- Readiness - having the correct PE kit, being ready to learn
- Showing excellence when following the school rules
- Following the lunchtime code
- Effort towards learning targets / being a learning or lunchtime role model
- 100% attendance weekly
- Handling in homework on time and to a good standard
- For regular reading record entries

The Smiley chart will be visible on a wall in the classroom with easy access so that it can be updated at least weekly. Each team will be identified on smiley chart. In addition, children will have regular access to their mentoring file.

Although it is helpful to reinforce good behaviour with smileys, for children with persistently poor behaviour, it may be better to follow an individualised reward system. This is to stop children with poor behaviour getting more smileys than children who are always displaying good behaviour.

- **Mentoring File**

Each child in KS1 and KS2 will have a personal mentoring file. Behaviour will be tracked by teachers on a termly basis and coded red, amber or green. Behaviour tracked will include behaviour in and outside the classroom, readiness in terms of correct equipment, preparedness to learn and also attendance and punctuality. These judgements will be shared with children at

termly 1 to 1 mentoring sessions and also with parents at the Pupil Learning Conference. Personal targets for improving behaviours can then set as well and successes celebrated. Teachers are responsible for tracking the children in their class and SLT are responsible for ensuring that mentoring sessions occur termly through advanced timetabling.

### **These are some of the strategies employed in school to reward good behaviour**

- **Head teacher's awards**

Every week a child is chosen from each class by the class teacher to receive the Head Teacher's award in achievement assembly on Friday. The children are chosen for their behaviour for learning, because they have produced excellent work, or because they have been following the school rules to an excellent standard. Parents of the children are invited in to enjoy the celebration.

- **Wicked Work bags (optional)**

Children show outstanding behaviour for learning are rewarded with a treat from the wicked work bag. Funding for this should come from the class budget. This is generally used more in the lower phases.

- **Proud moments book / Sparkle books**

These can be whole class or individual books which document children's proud moments. A great way to improve self-esteem, particularly when shared with parents.

- **Gold Book award**

Children who are sent to the Head Teacher because they have produced excellent work are entered into the Golden Book. Entries are read out in Achievement Assembly.

- **The Golden Ticket and Achievement assembly (every Friday)**

A golden ticket is posted to one sensational learner from each class. This ticket will invite the winner and family to the Achievement Assembly. There, they will celebrate their achievement with the rest of the school and receive a VIP badge. This entitles them to an extra reward in the following week. VIPs are also invited to attend the Headteacher's party.

- **Class attendance awards**

The class with the highest weekly attendance receives a certificate.

- **Notes home to parents in home/school books and praise postcards**

Praise postcards should be sent weekly.

- **Sticker and stamps in books**

- **Displaying children's work on walls, website, School Lane News and on the Learning Platform**

- **Being given more responsibilities (trusted pupil status, sports leaders, running clubs)**

- **Class pupil of the week (Optional)**

The class pupil of the week is given to a child who has displayed good effort, helpfulness or kindness. It can also be given to reinforce a behaviour target for the class. For example a child

has not called out in class all week. Rewards include having a cushion to sit on, being given extra responsibilities and bringing in an object from home to talk about during circle time.

- **Reading reward**

Each class has a reading reward system to motivate reading outside the classroom and celebrate dedication to reading targets. If children read on a specified number of occasions and their parent signs the log, they will receive a personal mufti day.

- **Smiley face on the board (optional)**

A simple reward system. Draw a smiley face on the board and write the names of children displaying good behaviour under the smile. This system is best used to change one behaviour, such as listening carefully or being ready. Make explicit what the chart is for before using it.

- **Speaking to parents**

It is incredibly powerful and a great self-esteem boost for children when teachers and HLTAs make a point of seeking out a parent after school to inform them of their child's success at school.

- **Stop and think cards**

Children working towards a target can have reminder cards to help them stop and think.

- **Warm Fuzzies**

A way for children to talk about their feelings using a visual and physical cue.

## **Appendix B - School Rules**

At Little Harrowden, we have the following expectations of all our school community:

- 1. Be honest**
- 2. Listen well**
- 3. Be kind**
- 4. Work well**
- 5. Take care**
- 6. Be polite**

### **BE HONEST**

The most important rule

Be honest with yourself as well as others

Always admit the truth even if you are in the wrong

The consequences of not being honest are greater than the consequences of being honest

Don't be afraid of talking to an adult

Try not to cover up although you might be worried.

### **LISTEN WELL**

If you listen you will learn and we can learn from everyone

Listen to each other and your conscience

Allow others to listen

If you listen well you'll always know what you are supposed to be doing

Let others talk - it is kind to show an interest in the opinions and ideas of other people

Enjoy the sounds around you

Show that you value contributions of other people

### **BE KIND**

People are kind to kind people

Be kind to each other and the animals in and around school

Kind hands, kind feet and kind words

Treat each other how you would like to be treated

Think about how to make other people happy and welcome

Be friendly to everyone even if they are not a close friend.

### **WORK WELL**

Work well together and on your own

Try your hardest

Keep up the co-operation

Be respectful of other people and allow other people to work well

Impress your teacher and teaching assistant

Help yourself and each other.

Team work - Together, Everyone, Achieves, More

Always try your best - it's for you

Put in your maximum effort

The person you can let down the most is yourself

### **TAKE CARE**

Take care of people's feelings, work and possessions

And take pride in yourself

Look after the environment

Take care of each other - physically and feelings

Take care of school equipment

Keep safe

Take care of the feelings of your Mum and Dad

Be a good role model.

### **BE POLITE**

Have manners and say please and thank you to everyone, including your friends

Hold doors open for people or give way in corridors

Don't push into lines and say 'excuse me' if you need to get through a busy corridor

Be helpful to visitors and guests

Share out resources without grabbing

Have manners when eating your lunch

### **Appendix C - Sanctions**

We divide unacceptable behaviour into three broad bands:

**Level 1: Low level**

**Level 2: Consistent/significant disruption**

**Level 3: Extreme**

**Level 1 - Low Level:** Misbehaviour that can be effectively managed within a classroom or lunchtime environment by a teacher, TA or Lunch supervisor.

Although this behaviour may not be seen as disruptive, consistent low-level disruption can be distracting and affect the learning of others.

In the classroom this could be:

- low level behaviour such as talking over others, distracting others through actions or words such that children's learning is hampered, not being on task - not completing work.

In the school this could be:

- running through school, being inappropriately loud, talking in assembly or not being considerate or respectful of other people's learning environment.

In the playground this could be:

- not lining up sensibly, not being considerate of other people's games such that they cause games to be disrupted. General fall outs and low level name calling.

These lists are not exhaustive.

Consequences for Level 1 behaviour:

1: Draw child's attention to negative behaviour and remind them of the behaviour you expect. You should use the word 'warning'. In most instances this will be enough to correct behaviour. Remember the **catch and praise** technique can often be helpful to sustain good behaviour after you have corrected it. At this stage, and at stage 2, it is often useful to **keep the interaction quick and low key**. Also consider why the

poor behaviour is occurring.

**If the child repeats the behaviour soon after:**

2: Repeat the above but this time add that they have been reminded twice and that their name will now be written in the behaviour book. This is their second warning.

**If the child repeats the behaviour soon after:**

3: Tell the child the behaviour you find unacceptable and put a cross by the name. This means missing 5 minutes of play. On the playground the cross means 5 minutes of time out. Reinforce your behaviour expectations.

**If the child repeats the behaviour soon after:**

4: Explain that you have had to speak to the child again and therefore they have received another cross by their name. This leads to missing morning play or 10 minutes of lunchtime / afternoon play (KS1). This also necessitates a phone call home from the teacher. On the playground, two crosses means that the child receives a 10 minute time out and the teacher is informed so that they can speak to parents.

During this time out, the child should not be asked to do anything but should sit and reflect in silence. There should be no interaction with the child from adults or peers.

We offer a clean slate after lunch if the poor behaviour is in the morning, and always at the start of a new day.

## **Level 2: Consistent/significant disruption**

More serious behaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. This behaviour may be disrupting learning on a more significant and consistent basis.

In the classroom this could be:

- level 1 behaviour which continues even after consequences have being applied.
- being openly defiant of class rules through words or actions such that learning is seriously hampered and the teacher is unable to teach effectively.

In the school this could be:

- deliberate attempts to disrupt or upset others by being unkind or disrespectful of property.

In the playground this could be:

- deliberate attempts to hamper other children's games or fun through actions or words. This could also be name calling and argumentative behaviour towards adults and other children.

These lists are not exhaustive.

**Consequences for Level 2 behaviour:**

1: If a child has been deliberately defiant, disrespectful or argumentative start from Step 2 of the Level one behaviour consequences. Write their name immediately in the behaviour book without the initial warning and explain the desired behaviour required to stop a cross going by their name. It might be necessary at this stage to offer the child 5 minutes time out to calm down before addressing the reasons for the behaviours.

2: If the child continues to repeat the above behaviours place a cross by their name which means they miss 5 minutes of break or lunchtime. Again explain the desired behaviour and offer them time out to reflect before addressing the behaviours.

3: If they continue with the above behaviour then place two crosses by the name. This leads to missing morning play or 10 minutes of lunchtime / afternoon play (KS1). This also necessitates a phone call home from the teacher. On the playground, two crosses means that the child receives a 10 minute time out and the teacher is informed so that they can speak to parents.

During this time out, the child should not be asked to do anything but should sit and reflect in silence. There should be no interaction with the child from adults or peers.

If a child has been deliberately rude or argumentative towards a member of staff, this should be logged on a behaviour log and recorded on the child's file.

We offer a clean slate after lunch if the poor behaviour is in the morning, and always at the start of a new day.

### **Level 3: Extreme behaviour or persistent Level 2**

This is often behaviour that has the **deliberate intent** to cause serious disruption and hurt to others including swearing or violent behaviour.

In the classroom this could be:

- level 2 behaviour which continues even after consequences have being applied.
- behaviour that has a serious impact on teaching and learning such that the child or class needs to be removed for reasons of safety.

In the school this could be:

- defiant, insolent, violent or aggressive behaviour which is deliberately intended to frighten, hurt or cause offence.
- Racism and bullying (See Racist incident and Anti-bullying policy for guidance on how to deal with this type of incident)
- Any incident where by a child has physically assaulted another child **through anger**.
- Swearing.

These lists are not exhaustive.

Consequences for Level 3 behaviour:

The child should be removed from the environment that triggered the behaviour. As the child is likely to be in a heightened state of anger or anxiety, it is often best to allow them to calm down before discussing behaviour. Any witness statements about alleged incidents should be gathered prior to parents being informed.

The child's name will be recorded in the behaviour book with two crosses by it. Level 3 behaviour will be logged on a child's school internal school records. A senior member of staff should be informed and will decide on the sanction which may mean missing a whole lunchtime or internal exclusion. The senior member of staff will inform parents and a meeting may be called to discuss ways to manage the behaviour, including starting a report card, a behaviour support plan or IEP, this may be linked to an Individual Wellbeing Plan (I.W.P ) outlining interventions to raise and support self-esteem, anxiety or self-regulation. If the behaviour is related to bullying or racism then these policies will be followed.

Report cards should be used as a positive reinforcement step towards a change in behaviour and should be reviewed weekly by parents, teacher, phase leader and child. The decision to remove a child from the report card system should be made after discussion with all concerned. If there is no change in behaviour after three weeks on the report card then other interventions may need to be discussed. This could include support from external agencies.

If the incident is deemed to be significantly serious or Level 3 behaviour continues even after sanctions and support have been put in place, then exclusion may be considered in line with the exclusion policy. Exclusion shall only be considered if the child significantly disrupts the learning of other children and the day to day running of the school or acts in a manner that risks the safety of themselves or others.

We offer a 'clean slate' after lunch if the poor behaviour is in the morning, and always at the start of a new day. Other behaviour support may be put in place to encourage positive behaviours.

Behaviour support, positive handling plan, behaviour support, IEP, Exclusion policy