



Hesleden Primary School

Behaviour Policy and Guidelines

*must be read in conjunction with
Restrictive Physical Intervention and Anti-Bullying Policies*

POLICY STATEMENT

At Hesleden Primary School we wish to make sure that all children are happy and able to achieve their maximum potential. We want our children to learn new skills, information and build self-esteem.

We wish to work alongside parents to encourage children to develop as fully as possible. We want to help children grow academically, socially and personally.

We are particularly concerned with promoting good behaviour but we believe that good behaviour needs to be carefully developed both at home and at school. It is too important to leave to chance.

Children need to know what is expected of them. This policy is about how we aim to do this. This policy covers all school circumstances, including educational visits and after-school clubs.

INTRODUCTION

Pupils, teachers and other adult staff have talked about good behaviour, rules and consequences. We know that there are several benefits to be gained from having an orderly, calm school:

Pupils will:

- ✓ learn what good behaviour means
- ✓ learn to care for one another
- ✓ learn the value of friendship, respect and responsibility
- ✓ develop self-confidence, self-esteem and independence
- ✓ do as well as possible with their learning

Teachers will:

- ✓ teach effectively
- ✓ meet the needs of pupils
- ✓ make positive contact with parents
- ✓ be fair in their approach, and appropriate tone and language used when dealing with behaviour

Parents will:

- ✓ feel confident that their children are making good progress
- ✓ know that their children will be supported
- ✓ feel welcome to discuss their child's progress in a positive atmosphere
- ✓ be supportive to teachers in the achievement of their child(ren)'s success

Good behaviour means that **everyone** in School is:

- ✓ careful and kind
- ✓ polite and friendly
- ✓ helpful to each other
- ✓ quiet and hard-working
- ✓ respectful of other people and their property
- ✓ proud to belong to our School

To achieve this we use **assertive discipline** which is designed to focus on positive achievement and minimise negative behaviour.

We will *encourage and praise* **good behaviour** by:

- ✓ recognising and rewarding good behaviour throughout the day
- ✓ ensuring that all children are praised for behaving well and using good manners
- ✓ encouraging children to be responsible for their own behaviour by making the right choices
- ✓ informing parents of good behaviour

We have in place a reward system which is designed to appeal to all age groups. Such rewards include:

- ★ a smile
- ★ verbal praise
- ★ a thank you
- ★ special stickers
- ★ comments and stamps in books
- ★ a clap
- ★ asking children to nominate who to reward
- ★ certificates
- ★ messages home
- ★ special visits to the HT or other adults
- ★ star of the day/week
- ★ class trophies
- ★ HT Behaviour and Achievement record
- ★ *For more see Appendix 1*

We prevent inappropriate behaviour by:

- ✗ reminding children of how to behave well
- ✗ noticing good behaviour
- ✗ encouraging good behaviour

RESPECT, RIGHTS and RULES

developed by the United Nations Convention on the Rights of the Child, and recognised across the World.

Our Behaviour Policy is based on 'Respecting' a set of Rights which are supported by exemplar rules and resources used throughout the school. The following tables set out these Rights [which make up our School Charter], the rules we use to support these rights and the ways in which everybody can respect these. Our Charter is displayed in classrooms, around school and on the playground. This system strongly supports the school's achievement of Unicef's Rights Respecting Schools Award, Level 1.

THE RIGHT TO AN EDUCATION	
<p>Children:</p> <ul style="list-style-type: none"> • Be on time • Take part in class activities • Don't waste time – finish tasks • Don't distract others 	<p>How adults can help to respect these rights:</p> <p>Parents:</p> <ul style="list-style-type: none"> • supporting their children and having a positive attitude towards school • ensuring children arrive on time for school and ready to work • attending parent consultations <p>Staff:</p> <ul style="list-style-type: none"> • maintaining a positive learning environment • providing a challenging and interesting curriculum
THE RIGHT TO FEEL SAFE	
<p>Children:</p> <ul style="list-style-type: none"> • Don't hurt other people • Follow instructions • Don't run or shout in school • Tell an adult if you're worried • Take responsibility for your actions 	<p>Parents:</p> <ul style="list-style-type: none"> • helping their children behave properly and supporting the school in addressing problems • encouraging children to sort out difficulties without hitting, fighting or swearing, at home or in school <p>Staff:</p> <ul style="list-style-type: none"> • teaching school expectations and providing a good example of appropriate behaviour and communication • implementing rewards and consequences system fairly and consistently
THE RIGHT TO SPEAK AND BE LISTENED TO	
<p>Children:</p> <ul style="list-style-type: none"> • Give your opinions politely • Respect other's opinions • Listen to adults and children • Use indoor and outdoor voices 	<p>Parents:</p> <ul style="list-style-type: none"> • encouraging children to talk about school and listening to what they have to say each day • modelling the right behaviour <p>Staff:</p> <ul style="list-style-type: none"> • allowing all children to voice their opinions • modelling appropriate speaking and listening skills • providing lots of opportunities
THE RIGHT TO BE TREATED WITH RESPECT	
<p>Children:</p> <ul style="list-style-type: none"> • Behave with respect to everyone • Be polite and use manners • Work together 	<p>Parents:</p> <ul style="list-style-type: none"> • encouraging their children's respectful attitude • being cooperative and dealing directly with staff about any concerns <p>Staff:</p> <ul style="list-style-type: none"> • encouraging respect for all by modelling and providing appropriate guidance • including everyone; treating all children and families fairly • using respectful language about, and towards, children and families
THE RIGHT TO A CLEAN AND SAFE ENVIRONMENT	
<p>Children:</p> <ul style="list-style-type: none"> • Look after school equipment • Put things away and tidy up • Respect each other's property • Take care of the school and its grounds 	<p>Parents:</p> <ul style="list-style-type: none"> • helping develop a positive attitude towards other's property • helping children to tidy up at home <p>Staff:</p> <ul style="list-style-type: none"> • creating a safe and pleasant environment • promoting responsible behaviour towards property, equipment and facilities

RESPONSIBILITIES

Children are taught about their responsibilities both for themselves and towards others. As we try to develop children's independence we expect them to take responsibility for their actions and always tell the truth whenever incidents are investigated. There may be times when children are asked to explain an incident to their parents/carers either with their teacher, with Mrs Dunn or by telephone. Talking about their part in incidents, and realising the effects of their actions will, hopefully, deter children from repeating such actions.

SUPPORTING THE CHILDREN

RESOURCES

Many of our assemblies have a Rights Respecting focus to encourage children to share opinions and gain a better understanding of their own circumstances.

We may use a 'poster' resource which can help children to visualise behaviour situations. We also have a set of books which help teachers and children to discuss rules and aspects of behaviour.



'HOUSE' SYSTEM

The children are organised into 'Houses' and earn behaviour, attitude etc. house points, in addition to work merits already issued. All staff members/adults will be able to issue house points by using coloured counters. There will be a fortnightly award which is recognised in assembly. [Further details and Guidelines can be found in Appendix 2]

Houses have a shared responsibility to support their members, and to encourage the best of behaviour and attitude.

PLAYGROUND AND LUNCH TIME BEHAVIOUR

Through our School Charter, we expect our children to behave well at all times – both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. Children who are helpful and kind in the playground have house-points awarded to them by the midday supervisors to praise and reward them. Children who become involved in over-excited play will be warned (Level 1) and may be asked to stand by the side of the playground for some time out (Level 2/3). For slightly more serious misbehaviour, or repeated misconduct a child may miss their playtime in order to reflect upon their misbehaviour. This 'Time Out' takes place in School during lunchtime and such sessions are always supervised by a member of staff. Further serious misbehaviour will be considered as a Level 4/5 sanction and will be dealt with by Mrs Dunn.

All adults in this school have a responsibility to ensure that good behaviour is modelled and promoted. It is expected that children will respect all adults within the school environment, including teachers and support staff, lunchtime staff, cleaners, student teachers and visitors. Children will be respected, spoken to appropriately and treated fairly by all adults.

BEHAVIOUR IMPROVEMENT is based on early intervention and prevention, using strategies and interventions which are pro-active and encompass positive reinforcement. This means that there should be few incidents resulting in exclusion. Staff monitor all aspects of children's development and this is also assessed using the VAST tool across school for all children during the year. This is organised and managed by Mrs Fletcher. This tool allows staff to identify which children may need additional support or monitoring for emotional, social or behaviour needs.

Equal Opportunities and Special Educational Needs

We expect all children to respect the School Charter. However, this will be more difficult for some children at certain times. Children with behaviour difficulties, including those on the SEND Register, may:

- Be recognised for Behaviour Improvement and may take part in small group or one-to-one sessions.
- Have regular meetings with Support staff and parents/carers.
- Have targets for improved behaviour on their Support Plan (if needed).
- Not comprehend the rules and structures of the school and be unable to meet expectations without additional support.

Children are, however, expected to recognise that:

- they are encouraged to take responsibility for their own actions and behaviour
- breaking rules leads to an agreed procedure of consequences

TEAM TEACH

There may be times when children's behaviour requires staff to use positive handling to ensure the child's own safety, the safety of other children and staff, or that property is not seriously damaged. This can require the use of physical intervention. 'Team Teach' is the approach adopted by us to manage challenging and aggressive behaviour. Some of our teaching and non-teaching staff have been trained in the use of this approach (Mrs Dunn, Miss Hutton, Mrs Gillespie and Mrs Davison).

The basic philosophy of the approach is as follows:

- 95% or more of all incidents should be managed without recourse to physical intervention.
- It is a flexible framework of responses stressing a holistic approach.
- De-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned

All incidents of positive handling are reported, recorded, monitored and evaluated. Parents and the LA will be informed of any that involve a child being held with more restrictive holds.

SANCTIONS

An essential part of our behaviour management lies in the fact that a pupil knows sanctions will be imposed for unacceptable behaviour. The principles upon which sanctions are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

IF OUR RULES ARE BROKEN.....

- **Level 1** - Verbal Warning - You will be given a chance to change your behaviour
- **Level 2** - You will have 'Time Out' in your classroom:
 - away from your seat/corridor – thinking chair (KS2)
 - near the door/thinking chair (N/KS1)
 - or against the wall (if playtime)
- **Level 3** - You will lose minutes from playtime (KS1/2) and will complete a 'House Behaviour Form'
- **Level 4** - You will work away from your class, usually with Mrs Dunn
- **Level 5** – Parental involvement
 - This is extremely serious as you have hurt another child or chosen not to change your behaviour. You will need to speak to Mrs Dunn.
 - You may be excluded from class to work with Headteacher. This includes having lunch and being separated from friends for the day.
 - Your parents will be informed of this action beforehand if possible, but this maybe on the same day if there has not been enough time.
 - You may have to go home for your lunch if your behaviour needs constant supervision then you will return to school for afternoon lessons.
 - A letter will be sent to your parents or carers inviting them to meet with Mrs Dunn and the Chair of Governors. This meeting is to discuss home-school strategies and ways to support the child together.
 - Parents may be asked to sign a Behaviour Management or Positive Handling Plan.

- You may be asked not to come to school. For serious misbehaviour you may be excluded by the Headteacher and the Governing Body for up to 45 days, each year. This is called fixed-term exclusion. [For pupils who have been excluded for more than three periods within a term, the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour]
- You may be permanently excluded.

Consequences or sanctions have been carefully categorised into 5 levels. It is hoped that very few children will move beyond Level 3. The sequence of consequences may vary depending upon the behaviour and/or situation.

Where children's behaviour has been dealt with, they will be expected to complete a behaviour sheet to help them to understand how they could have behaved differently. Once a child has received 3 behaviour sheets in a half-term, their parents are informed. Reward activities, trips out etc. are at risk for any child receiving Behaviour Sheet sanctions. (Details are provided in Appendix 2)

RECORD KEEPING, MONITORING AND EVALUATION

Identifying and recording behaviour incidents

- Level 1 and 2 incidents are not recorded
- Level 3 minutes may be noted informally as a visual reminder and Behaviour Sheets are kept as a record, parents should be informed
- Level 2 or 3 incidents in Nursery would be highlighted to parents (See EY brochure)
- Staff may annotate pupil's work to highlight circumstances
- Detailed records are kept for any children involved in behaviour work.
- Behaviour sheet incidents are recorded in the behaviour log and parents are informed by text, telephone call or letter.
- Team Teach de-escalation methods or positive handling incidents may be recorded on a Major Incident form, and the LA notified.

Pupil behaviour has improved if:

- The pupil achieves his/her behaviour targets.
- The pupil no longer requires improvement sessions.
- The pupil does not spend playtimes inside.
- Parents can be notified of success, however slight.
- The pupil has achieved House points, stars or stickers for improved behaviour.

CONCLUSION

We have a saying: "If you believe everything your child tells you about school, then we will believe everything your child tells us about home".

While your child is at Hesleden Primary School you must trust us always to try to behave in a professional manner. We do not set out to upset or disadvantage your child and there are good reasons why we do things.

Staff and Governors will continue to support children in the pursuit of success. If a child chooses to behave inappropriately then he/she must learn to accept the consequences of having made that choice. We are concerned with fairness and with giving each child the opportunity to make the right choices at all times.

Reviewed Autumn 2017 (with School Council and Governors), the policy will be reviewed every two years or as necessary.

Approved by the Governing Body:.....

Date:.....

USEFUL STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOUR

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom/one end of the line and telling someone off on the other.

The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done.

Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they prefer. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. Tone of voice is more important than volume, avoid shouting.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going

on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone and volume of voice [if you shout they will become louder]
- Your posture
- Your choice of words [positive refocusing rather than negative criticism]
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

THINGS TO 'CATCH THEM BEING GOOD' AT:

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and cleaning up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in assembly
- Taking a lot of care or putting thought into a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view
- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than just directing them
- Offering to help without being asked
- Bringing appropriate books and equipment to the lesson
- Taking turns and waiting for others

House System and Behaviour Policy Guidelines

Rationale

- ⊙ Children will foster team-spirit and collaborative working.
- ⊙ Older children will be able to guide younger children, acting as role-models or a supportive peer.
- ⊙ Raise the profile of a 'collective' challenge, a visual display of team colours and house points to encourage hard work and good behaviour.
- ⊙ Whole-school involvement, all staff, children, parents and governors.

General Guidelines

- ⊙ Children split into four coloured teams and will vote to elect House Captain and Vice-Captain
- ⊙ Captains must demonstrate excellent behaviour or the privilege will be revoked
- ⊙ House badges to be provided and worn by all pupils to show membership/pride etc.
- ⊙ Houses will meet fortnightly – activities/theme will be decided each term
- ⊙ House points to be collected by the giving of coloured counters (priority on Respect/manners/courtesy/behaviour)
- ⊙ When Houses meet they will discuss positive and negative behaviour to encourage improvement (i.e., Behaviour sheets)
- ⊙ Counters to be collected in 'containers' in each classroom and to be counted at the end of each fortnight to determine winning team who will receive prizes in assembly
- ⊙ House points competition will lead into termly winners, and then to an annual cup as points will be accumulated. The winning team will have ribbons tied to cup
- ⊙ Large display in the hall of house information and competition totals etc.
- ⊙ Each House to have its own display board in the hall to display activities etc.
- ⊙ Any member of school staff/visitors etc. can award HP, for above and beyond the normal work/behaviour merits
- ⊙ House members will be expected to support each other across the school, including sports day etc.

Behaviour Sheets – Level 3

Consequences for Level 3 are determined by House time fortnightly and Behaviour Sheets half-termly.

- ⊙ Each time a child receives a Behaviour sheet, a text message will be sent home to raise awareness – teacher may speak to parents at the end of the day
- ⊙ 10HP per Behaviour sheet will be deducted from HP totals each fortnight
- ⊙ Any child with a behaviour sheet will have to tell their House why and Captains will be expected to ask for improvements
- ⊙ If a child receives 3 Behaviour sheets in the fortnight they will attend their House time to speak about their behaviour but will miss the activity session (staying with HT/DHT) and will not get sweets if their House wins
- ⊙ Any child receiving a Behaviour sheet will miss any after-school clubs the next week
- ⊙ Weekly HP will be collated for half-termly reward sessions; these will be combined annually for House champions
- ⊙ If/when a child reaches 3 sheets in a half-term, a letter will be sent to their parents
- ⊙ Any child receiving 3 sheets resulting in a letter will miss the end of half-term reward session for their House
- ⊙ Similarly, any child who has had a letter sent home will not be invited to attend after-school clubs for the next half-term, and will not be chosen to represent the school in outside events, including sporting competitions.
- ⊙ Records will be kept of Behaviour sheets in a Behaviour log, identifying the incident and outcome