



Behaviour Policy 2016

Hillview Primary School Behaviour Policy

Our school aims to:

Promote and expect agreed standards of behaviour and self-control where individuals respect themselves and others.

This aim and policy will be monitored and evaluated by governors and staff at least annually.

The Equal Opportunity statement, the Race Relations, Safeguarding, Exclusion and SEN policy are all closely related to this policy.

Our behaviour policy is based on developing and rewarding positive and appropriate behaviour and is a praise and rewards based system.

Agreed and consistently applied rules

Everyone in our school will use the agreed reward and sanctions procedures and children will at all times be expected to follow a direct instruction given by an adult.

The 3 school rules

The 3 school rules will form the basis of our behaviour management and will be written by the children and reviewed annually in the Autumn term. They will be based around the notions of respect, kindness and safety. They will be displayed in strategic positions around the school and in every classroom. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed.

In the Playground

In the playground at playtime and lunchtime the 3 rules apply. Additionally the following apply:

We use the playground markings and respect apparatus.

We use the quiet areas for walking and talking.

We only use the field with an adult's permission.

We stand still and listen when the whistle is blown.

We walk into school quietly and sensibly at the end of break and lunchtime.

School Practice

- Adults will set good examples and be excellent role models.
- Public and private praise is an integral part of our behaviour management.
- Adults must have a consistent approach.
- Children will be given time to appraise their own behaviour (through role play, Thrive, circle time and time out where necessary).
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic.
- Children will be taught strategies for independent working.
- Regular circle time will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos.
- All children start the day on a green card.

Unacceptable behaviour

When children's behaviour is not acceptable

- Adults must try to discover the reason for the behaviour – health, learning difficulties, bored, home circumstances, preferred learning style not being met.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self image.
- Adults should consult colleagues/previous teacher/Pastoral Manager/Head Teacher for any relevant information about the child.
- Adults should
 - check child's understanding;
 - establish whether they know the behaviour is unacceptable;
 - explain the effect that such behaviour has on others;
 - examine strategies for avoiding same situation;
 - encourage child to think of or offer some other alternatives.

***Remember - It is the behaviour which is unacceptable – not the child
Consider the deed not the perceived reputation of the child***

Prior to the sanctions being imposed the following will happen

- Ignore/distract
- Scan classroom regularly
- Circulate around the class
- Make eye contact
- Target questions
- Change activity or pace
- Move closer to source of inappropriate behaviour
- Move child closer
- Use hypnotic language – ‘I know that you will do this sensibly’ rather than ‘Don’t do this.....’

Sanctions are then implemented.

Exceptional Circumstances

Children can ‘skip’ stages and go straight to a red card because the sensitivity or severity of their behaviour meets the following criteria:

- Children are disobedient or disrespectful to adults
- Violent behaviour (child intends to physically harm)
- Use of proven racist, homophobic or xenophobic remarks (this needs to be recorded separately by the HT)
- Swearing/use of inappropriate language/using words offensively.
(in KS1 a more didactic approach to swearing will be adopted at first)
- Inappropriate touching
- Graffiti, vandalism or serious defacing of property
- Bullying
- Possession of, or participation in the intake of, tobacco, alcohol and drugs. Possession of knives or other dangerous weapons

Individual behaviour plans, pastoral support plans, lunchtime exclusions, internal exclusions are other tools available to support children presenting challenging behaviours.

If all the above has no effect on behaviour then a temporary exclusion will be considered with a permanent exclusion being the last resort.

REWARD SYSTEMS ☺

Principles

The rewards are simple.

They are based on positive celebration of good behaviour/attitude/work.

They relate to the 3 school rules.

They have individual Key Stage interpretation but have the same consistent skeleton - ‘It’s good to be green’.

Rewards cannot be removed once they have been given – the sanctions policy reflects this.

The rewards reflect the age of the children involved and so vary across the school.

All rewards are based around our 3 rules

1. Raffle tickets can be given for any form of positive behaviour observed by any adult working or volunteering in the school. The raffle tickets are entered in a prize draw every Friday.
2. Learning gems are awarded to children who display the learning behaviour expected in the school- these are collaboration, co-operation, focus, being brave (resilience) and problem solving and supporting others. The amount of gems awarded is tallied up and children who have collected the most of a certain type of gem or the most gems in a class are rewarded in The Super Gem Assembly, this happens 3 times a year. Those who have Super Gem awards are encouraged to wear their gem badges to enable others to see that they are excellent learning role models.

3. Celebration Assembly

Celebration assembly is on a Friday. Certificates/praise postcards etc are awarded.

4. **Golden Time**

5 minutes golden time is collected daily for the children who remain on a green card at the end of each day. The children decide on which golden time activity they are going to participate in at the beginning of each week and this is used to motivate the children to adhere to the 3 school rules.

5. Super Gems and Star Gems– Termly rewards for outstanding achievement.

In addition to these, other reward systems may run in individual classes if appropriate and they are in line with our agreed principles.

SANCTIONS ☹

Principles

Sanctions must relate to the 3 rules and are clear, simple and immediate.

They must be consistently applied across the school to all children – no exceptions.

There is clarity and some clear examples of what constitutes inappropriate behaviour at each level of the sanction system. (See appendix A)

The sanctions reflect the age of the children involved and so may vary across the school.

All adults participate in the application and enforcement of the sanctions.

We believe it is important to keep parents informed if children are regularly behaving inappropriately at school in order to maintain an effective partnership. Depending on the type of behaviour being displayed the class teacher, Pastoral Manager or Headteacher will contact parents. It may be appropriate for a meeting to be held to discuss any support needed and to develop solutions.

There are 3 stages and there is a visible way of showing stage 2 and stage 3. Prior to the first stage adults will have reminded, distracted, ignored, warned etc.

- Stage 1 is a direct and clear verbal warning including reasoning and explanation.
- Stage 2 is a direct indication to the child that they have behaved in an inappropriate way – It is a yellow warning card to replace their green card. Children do however have the opportunity to earn their green card back by improving their behavior over the course of the day. Children who remain on a yellow card at the end of the day do not collect their 5 minutes of Golden Time for that day and the behavior for the yellow card is recorded. Ten yellow cards in the same term results in a letter to parents, informing them of their child's behaviour.
- Stage 3 would either result from two yellow cards in one day or extreme behaviour (as described in exceptional circumstances) and would mean - a red consequence card. The child is sent to the Assistant Headteacher/Headteacher. Lunchtime detentions are used as a result of a red card. All red cards are logged in the behaviour file. Children who receive a red card do not collect their 5 minutes of Golden Time for that day. TWO detentions in the same term results in a letter to parents, informing them of their child's behaviour. A further detention results in a meeting being organised between parents, child and Headteacher to discuss the child's behaviour. Any further detentions will trigger SEN procedures. Any child using the sanctions system frequently **must** be referred to the SENDCO in order that they have an Individual Behaviour Plan and are on School Action.

In the Golden Time session (on a Friday) those who have not collected all of their minutes spend time with the Pastoral Manager or Assistant Headteacher discussing strategies for improving their behaviour in the following week.

Children may skip steps if behaviour warrants this.

These stages are displayed in a clear, child friendly and age appropriate way.

All adults in the school must be respected so the same principles should apply at lunchtimes for the LTSs, TAs and SSAs.

Anti Bullying

Bullying not acceptable.

We define it as:

Deliberate hurtful behavior, repeated over time.

It is difficult for those being bullied to defend themselves.

As a school we teach our learners to respect one another and to develop positive relationships with one another. Through circle time and PSHE we teach learners to understand friendships and how to react with those people we do not get along with. We will have an annual Anti Bullying Week in order to explore the issues surrounding bullying.

There are three main types of bullying:

- Physical hitting, kicking, taking belongings.
- Verbal name calling, insulting remarks, racist, homophobic or xenophobic remarks.
- Indirect spreading nasty stories about someone regularly excluding someone from social groups.

Our school endeavours to provide an environment where bullying does not occur.

Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice and their parents contacted.
- Children exhibiting bullying behaviour will be dealt with by the Headteacher
- Children exhibiting bullying behaviour will have time to discuss their behaviour and will be encouraged to see the victim's point of view.
- The names of children displaying bullying behaviour will be recorded by the Head Teacher or a member of the senior leadership team in the behaviour file.
- Children displaying bullying behaviour will go through the sanction system at the appropriate rate.
- Parents of the children displaying bullying behaviour will be informed and a meeting arranged.
- Repeated behaviour of this nature could lead to a fixed term exclusion.