

LITTLE HADHAM PRIMARY SCHOOL

'Believing and Achieving'

BEHAVIOUR POLICY

This policy should be read in conjunction with our other policies and reflect practice of the School Equality Scheme.

Introduction

*'At Little Hadham Primary School, we **believe** in providing a safe, caring and stimulating environment in which everyone feels supported and challenged to achieve their full potential.'* School Vision Statement.

Aim

- To develop an environment in which each individual is enabled to flourish in his/her growth as a human being.
- To enable children and adults to develop respect and tolerance for others.
- To promote positive behaviour through a consistent approach.
- To support all pupils equally.
- To create and maintain a safe, attractive and stimulating environment.
- To create a purposeful, disciplined school where quality teaching and learning can take place.

Objectives

- For all children to develop a sense of fairness, a respect and tolerance for others, an understanding of right and wrong and to take responsibility for their actions, learning and their environment, wherever they are.
- For all children to reflect the Golden Rules in their actions.
- For all children to use Protective Behaviours strategies effectively.
- For all children to show self-confidence and self-control; sensitivity, good manners and consideration for others; and to take a pride in themselves and their school.

All staff:

- will promote the School Behaviour Code in everyday life.
- will promote Protective Behaviours strategies in everyday life.
- will discuss any behavioural concerns at weekly staff meetings under the agenda item of 'For the good of the school'. All staff receive a copy of the minutes.

- will encourage the children to observe the 'Golden Rules' and promote the Behaviour Policy throughout the school, bringing their professional judgement to each situation as it arises.
- will review the Behaviour Policy annually.
- will use 'Circle Time', 'Golden Time' and the 'Going for Gold' system to promote positive behaviour.
- will use S.E.A.L. materials, Wave 2 SEAL materials, PSHE materials and social stories to promote positive behaviour.
- will keep parents informed as to their child's conduct; this may take place informally/formally/through Homework Diary (see Procedures) as necessary.
- will further inform parents through the Behaviour and Attitudes to Learning feedback at Parent Consultation Evenings.
- will act as good role models for the children.
- will promote the Staff Code of Conduct.
- will contact outside agencies, if appropriate.

On the occasions when supply staff are employed in this school, the Senior Teacher will ensure that routines and procedures are followed.

All children:

The School Captains and School Council have established a School Behaviour Code that is to be shared and expected by all in the school community.

School Behaviour Code:

Be kind, polite and respect each other and our school.

In addition to this, the children:

- will treat others as they would wish to be treated.
- will talk respectfully to others.
- will be made aware of the 'Golden Rules' and will try to observe them.
- will be made aware of Protective Behaviours strategies for support.
- will 'warn' another child first by asking them to 'stop' if their behaviour is unacceptable; and will inform the responsible adult if the unacceptable behaviour then continues.
- will support one another if a child is hurt or upset.
- will inform a teacher if they know a child is being bullied or subject to racial harassment. (see Anti-Bullying and Equality Policy)

This applies to both in-school and out of school learning and activities.

In extreme cases:

'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)'

Department for Education - Statutory Guidance 2012.

Parents

Parents play a central role in promoting and demonstrating good behaviour, which extends directly into school life. Effective home/school liaison is vital and staff value the partnership between home and school:

- through daily contact.
- through the Parent Code of Conduct.
- through the 'Homework Diary'.
- through the Home/School Agreement.
- through email, where appropriate.
- through Teachers2parents text messaging service
- through Pastoral Support Programmes (where appropriate)
- through the Unacceptable Behaviour Form (if appropriate)
- through reinforcing and supporting the School's Behaviour Policy and signing and returning accompanying form to show acknowledgement.
- through promoting the school Behaviour Code.
- through providing good role models for the children.
- through supporting the Golden Time/'Going for Gold' systems

The School will:

- Regularly promote the Behaviour Code.
- Regularly promote Protective Behaviours strategies and provide staff INSET opportunities.
- Review the Behaviour Policy with everyone in the school community annually.
- Share the revised Behaviour Policy with everyone in the school community annually.
- Canvas pupil views termly.
- Canvas parental views termly through Parent Consultation Evenings and annually through both the Parents' Questionnaire and Feedback Form, Draft Behaviour Policy Form and annual Anti-Bullying Policy questionnaire.
- Follow the S.E.A.L. half termly themes across the school.
- Liaise with outside agencies, where appropriate.
- Invite outside speakers in to school to reinforce key messages.

- Observe Anti-Bullying (Friendship) Week each November.
- Maintain accreditation of the Herts Anti-Bullying Award.
- Observe Safer Internet Day annually.
- Support children with behavioural difficulties with a SEN Support Plan or a Pastoral Support Programme, where appropriate.
- Ensure staff are aware of up to date restraining procedures through County 'Steps' training and that they should **only** be used when a child's safety is at risk .
- Record incidents in daily Accident/Incident Log, which is monitored by SMT daily. This may lead to the sending home of a blue 'Unacceptable Behaviour Form' (Appendix 4) to inform parents of recurring issues.
- Keep the Governing Body informed of any relevant issues through the termly Head's Report and the termly Behaviour Log Monitoring Report.
- The SENDCO to complete a Behaviour Case Study Sheet for specific pupils with significant behavioural needs.
- Signpost parents to support systems such as our Family Support Worker, Autism Family Support Workers, Children's Centre or Protective Behaviours information on school website.
- Ensure a member of the Senior Management Team is on playground duty at lunchtimes with MSAs.
- Ensure a teacher is on duty in the Dining Hall daily.
- Ensure staff are aware of Stonewall Homophobic resources for support, where appropriate.

The Governors will:

- Review the effectiveness of the Behaviour Policy annually.
- Gather parental views on Behaviour
- Be informed on latest developments in Behaviour through termly Head's report and the termly Behaviour Log Monitoring Report.
- Nominate a Governor with specific responsibility for Behaviour and Anti-Bullying.
- Uphold the Governor Code of Conduct.
- Promote the school Behaviour Code.
- Provide good role models for the children.
- Use pupil voice termly to monitor pupil attitudes.

For Strategies, Rewards, Sanctions and pro-formas, please see the attached Appendices.

CONFIDENTIALITY WILL BE MAINTAINED, AS APPROPRIATE.

This policy is reviewed annually and was reviewed by staff in..... It has been ratified by the Governing Body in2017.

This policy will be reviewed in March 2018.

E.Stockley March 2017

APPENDIX 1: STRATEGIES

The School adopts the 'Jenny Moseley' system of Golden Rules'. These are shared regularly and displayed around the school and in each classroom.

'Golden Rules'

Do be gentle.
Do be kind and helpful.
Do be honest.
Do work hard.
Do look after property.
Do listen to people.

In the Foundation Stage Early Years Unit, a more simplistic version is introduced:

We are gentle.
We are kind.
We use little voices.
We listen carefully.
If we want to say something we put our hands up.
We always tell the truth.

Protective Behaviours

The school has also adopted the strategies from Protective Behaviours and this has been introduced to the children through assemblies and PSHE sessions. This is also shared annually with parents at 'Meet the Teacher' sessions.

Protective Behaviours is based on two key themes:

Theme 1: We all have the right to feel safe all of the time.

Theme 2: There is nothing so awful that we can't talk about it with someone.

It encourages children to focus on their feelings, thoughts and behaviours and recognise their Early Warning Signs in order to respond appropriately.

We need to help children to identify their feelings, then think about them and adjust their behaviour accordingly.

For more information: www.protectivebehaviours.co.uk or see the Protective Behaviours section on the school website.

In the playground

Duty Staff will wear a high-viz jacket for safety reasons.

The member of staff on duty will send the bell monitor in to collect the bell who will then inform the staff/staffroom that the bell is imminent.

A bell is rung to signify the end of play/lunchtime and the children should **stand still quietly** until the second bell is rung which signifies **walk** to their designated lining up line.

For any examples of unwanted behaviour, all members of staff use the same system of:

- i) A one warning given - an opportunity to stop
- ii) Yellow card principal as the second warning
- iii) Red card principal and then the Class teacher is notified to signify the loss of 5 minutes (or as age appropriate) Golden Time/Going for Gold system

At any point, the pupil may be asked to sit on the 'Thinking Bench' for a specified time to reflect on their behaviour.

(Golden Time may be won back, providing the pupil has improved in the area that caused concern. Similarly, pupils are encouraged and praised when behaviour shows signs of improvement. This may be reflected in rewards/awards assemblies. However, any loss of Golden Time each week results in a designated form being given to parents on the Friday for reinforcement at home. See Appendix 5)

The duty teacher / supervisor will reflect on the behaviour with the pupil and inform the Classteacher at the end of break/lunchtime, if deemed necessary.(see Stage 3)

The pupil may be brought to the Entrance area for a cooling off period if necessary and complete a self-review form, kept in the Accident/Incident Book. (see Appendix 3)

They may also be asked to write down their version of events, where appropriate, which will be stored in the Incident File.

The Classteacher / Deputy / Headteacher may be informed.

- Pupils will apologise verbally / in writing, as appropriate.
- Staff to record significant incidents (see Unacceptable Behaviour) in the Accident/Incident Book. This will include recording any follow up activity and the impact.

- Senior Management Team to check and sign Accident/Incident Book daily. This may lead to the sending home of a blue 'Unacceptable Behaviour Form'- Appendix 4 - to inform parents of recurring issues.(see Stage 5)
- Class teachers to inform Senior Supervisory Assistant of areas identified in SEN Support Plans/Personal Support Plans for specific children, where appropriate.

In the classroom

Any significant incidents (see Unacceptable Behaviour) are recorded in the Accident/Incident Log, following school procedure.

In Beech, Lime, Maple and Willow Classes, the 'Going for Gold' system is firmly embedded.

For any examples of unwanted behaviour, all members of staff use the same system of:

- iv) A one warning given - an opportunity to stop
- v) Yellow card principal - as the second warning
- vi) Red card principal and then the Class teacher is notified to signify the loss of 5 minutes (or as age appropriate) Golden Time

Golden Time may be won back during the lesson, providing the pupil has improved in the area that caused concern. Similarly, pupils are encouraged and praised when behaviour is excellent/shows signs of improvement. This may be reflected through praise certificates or in Effort assemblies.

The classteacher will highlight the inappropriate behaviour and discuss with the pupil at the time.

They may also be asked to write down/draw their version of events, where appropriate.

This may result in a change of situation on their 'Going for Gold' system.

A member of the S.M.T. may need to be informed.

Staff will record significant incidents (see Unacceptable Behaviour) in the Accident/Incident Book. This will include recording any follow up activity and the impact.

Class teachers may need to inform the Senior Supervisory Assistant, if appropriate.

In more extreme cases, the pupil may be brought to a member of the S.M.T. for a period of reflection before returning to class, where appropriate.

It may be necessary to inform parents at this point. (Stage 3)

Senior Management Team check and sign Accident/Incident Book daily. This may lead to the sending home of a blue 'Unacceptable Behaviour Form'- Appendix 4 to inform parents of recurring issues.(see Stage 5)

APPENDIX 2: REWARDS AND SANCTIONS

Rewards:

As a school, we primarily believe that children should be self-motivated to achieve their best without the inclusion of extrinsic rewards and we promote the principles of a 'Growth Mindset'.

However, we also believe that effort and hard work should be recognised and encouraged and this may be done in the following way:

- Verbal recognition
- Marble jars
- Golden Time
- 'Going for Gold' system
- Lunchtime praise pads
- Pupil's work is displayed throughout the school
- Weekly Class Attendance Award
- Team/Class of the Week Award
- Work of the Week Board
- Philosopher of the Week Board
- PE Board
- Children sent to head teacher or deputy to celebrate their work.
- Half Term Effort Awards

Other systems may be introduced from time to time.

Unacceptable behaviour includes:

- a breach of the School Behaviour Code
- showing disrespect to others
- disobedience, rudeness, answering back or aggression to another person
- bad manners
- physical violence, to include biting, spitting, hitting and kicking
- making unkind remarks or racist/homophobic comments
- foul language and swearing
- breaking school or offsite rules
- damaging school property

- running inside school
- interfering with property of others without their permission
- bringing in inappropriate things from home
- stealing
- preventing others from learning
- bullying (i.e. planned, systematic actions - physical/emotional- **repeatedly** against another, **without provocation**)
- wilfully telling lies
- intentional mis-use of e-safety agreement

This applies to both in-school and out of school learning and activities.

Sanction Procedures

It is recognised that each situation is unique and professional judgements will prevail when dealing with each individual. However, a 'rule of thumb' staged approach offers guidance: In Stages 1 - 4, Classteacher will discuss informally with parents as necessary.

The SENCO (Headteacher) may be consulted at any stage for support and, in exceptional cases, it may be necessary to jump stages and seek external advice.

Stage 1: Children to 'warn' another child by asking them to stop.
(Their Little Hadham chance)

Stage 2: Classteacher/responsible adult to speak to the child, explaining what they have done wrong and reasons for why their actions were inappropriate.

Stage 3: In case of repeated action: Withdrawal of appropriate privilege e.g. loss of Golden Time/'Going for Gold' change/Time Out/Reflection Time on the 'Thinking Bench' or outside the office at playtime.
(Care must be taken so as not to withdraw from vital elements of the curriculum).

If inappropriate behaviour occurs at play/lunchtime, the class teacher will be informed and the behaviour will be dealt with by classteacher in class, as appropriate.

It may be necessary to inform parents informally at this point, either verbally or via the Homework Diary.

Stage 4: Classteacher to inform the Head if inappropriate conduct continues. The Head will become involved in discussing the behaviour with the child, as appropriate. Strategies may be introduced to support pupils.

Stage 5: Should the support strategies prove unsuccessful, a 'Blue Behaviour' form (Appendix 4) will be given to parents to discuss the behaviour with their child. A copy of the blue form will be placed on the child's personal file.

Stage 6: If difficulties continue, parents will be asked to come into school to discuss the behaviour with the Headteacher and to work together to eradicate the unwanted behaviour.

(In specific cases, it may be necessary that the pupil be removed from the classroom for periods of time as an 'internal time-out' in line with HCC Exclusion Guidelines ;the pupil will work on classwork suggested by the classteacher and be monitored by the Headteacher/Deputy Headteacher and then return to class for close of session.)

Stage 7: If the behaviour persists, it may be necessary to place the pupil on a Pastoral Support Programme in line with our Special Educational Needs and Disabilities Policy. This would be reviewed with parents at regular intervals.

Stage 8: In the unlikely event of the problem persisting, then the Headteacher will consider a 'fixed term' exclusion (HCC Exclusion Guidelines to be followed from then on).

APPENDIX 3:

LITTLE HADHAM PRIMARY SCHOOL

'Believing and Achieving'

SELF REFLECTION SHEET



My name is

Today is

The Golden Rule that I have broken is...

.....

It went wrong when I

.....

I was feeling

I was thinking

.....

My next step is to

Signed

This completed form will be kept in the Accident/Incident Book.

LITTLE HADHAM PRIMARY SCHOOL
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Unacceptable Behaviour Report Form

Date:

Dear

Unfortunately, your child has been recorded in the School Incident Book times in the past weeks for:

.....

Please would you discuss this unwanted behaviour with your child and encourage them to improve their behaviour. As a school, we will be monitoring this and are confident that we will see an improvement.

However, should the unwanted behaviour continue, then a meeting with parents will be arranged to discuss the behaviour and more formal sanctions may be needed.

Mrs E Stockley
Headteacher

A copy of this report form will be saved in the pupil's personal record file.

This form will be handed directly to the relevant parent/carer.

APPENDIX 5:

LITTLE HADHAM PRIMARY SCHOOL

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LOSS OF GOLDEN TIME CHART

Week beginning:

NAME:

Unit of Time	How it was lost

This form will be copied on file and handed to parents at the end of the week.

Signed: (Head) Date:

Signed:(CoG) Date: