

# **HARESTOCK PRIMARY SCHOOL**

## **STATUTORY POLICY**

### **BEHAVIOUR**

Updated: April 2019

Changes from previous version: Code of conduct refined to 5 key words ( safe being new word), use of Golden book for a reward,

Date: Summer 2019

Review Date: Summer 2021

This policy sets out expectations for the behaviour of children and adults in our school. A fundamental expectation is that all staff, pupils, helpers and visitors should act with courtesy, consideration and respect at all times when dealing with both children and adults in the school, and take pride in the school and its connections with the larger community. All staff have a responsibility to uphold and support the school policy.

Harestock Primary school's behaviour policy is in place to:

1. promote a happy and safe environment in which children feel valued and secure
2. ensure clear and consistent expectations about behaviour are known throughout the school and that incidents of inappropriate behaviour are dealt with consistently, fairly and immediately.
3. create a community where care, respect and courtesy are shown towards people, their feelings, property, and the environment at all times
4. encourage children to be responsible for and realise the consequences of their actions and develop self-regulation of their emotions and behaviour
5. enable pupils to understand their role within society and to be able to make a positive contribution both now, at their next school, and as adults in modern Britain.

Our mission, here at Harestock Primary school, is that everyone feels valued, inspired and nurtured on their individual journey of success. Our vision is for all pupils to become confident and motivated: enabling all to reach their full potential as responsible citizens skilled for the 21st century. This policy will promote these.

At Harestock, positive behaviour will be promoted at all times by example and modelling. The importance of this, and responsibility for it, is shared by all staff. The priority is for all staff to recognise and reward good behaviour.

The staff use a standard procedure for recording and dealing with children's concerns, parental concerns/complaints regarding a child's behaviour. These are shared with Senior Leadership Team periodically when necessary.

#### **Code of conduct**

The School Code of Conduct will be displayed in every class and around the school. See Appendix 1

Each class has the Harestock code of conduct which establishes the five expectations of behaviour. The class teacher will review the School Code of Conduct with their class at the beginning of each academic year, outlining the schools' expectations for behaviour at all times during the school day. This code is broken down by the children and their class teacher in order that each child knows what acceptable behaviour is. It is referred to regularly. The bold words are used by staff around the school to reinforce appropriate behaviours.

This Harestock Code of Conduct is in the school prospectus and on the school website. All members of staff including lunchtime supervisors are expected to use the agreed Behaviour management system for rewards and consequences.

We provide support mechanisms for those children who find consistent good behaviour difficult to achieve, as well as for any child who may be made unhappy by another child's unacceptable behaviour.

The children are able to access periods of time in Cool Club at lunchtimes, where support and guidance, for various reasons, is provided.

### **Celebrating positive behaviour - Good choices: good consequences**

Good behaviour is following the school code of conduct.

#### **Rewards**

Rewards are given to encourage high self-esteem and good behaviour. These may include:

A smile

Identifying and acknowledging examples of good behaviour

Entry into the Golden book for Year group recognition

Stickers

Certificates

Sharing good work/action with adults, peers and parents

Being given responsibility befitting behaviour

Representing class/school

Verbal praise happens daily for all areas of learning, to raise individual's self-esteem and sense of pride.

If all children end the day on the green traffic light the class will receive a 'class marble' in a jar. Once certain predetermined amounts have been gained, the class as a whole will receive a 'reward' such as additional playtime, an additional lesson of their choice, a non-uniform day.

Children across the school receive house points for showing behaviour associated to the school's learning leaves. These are collected by House Captains every 3-4 weeks and the totals are shared with the children in whole school assembly and celebrated.

Achievements are celebrated with a weekly celebration assembly where merit certificates and a pupil of the week certificates (and a trophy to take home for 1 week) are given out by each class. These link to our values and learning leaves.

Recognition and a sticker are given to anyone named in the 'Golden' Book for making a positive contribution to the school community. These assemblies are in Year teams and happen at least fortnightly.

### **Managing Inappropriate behaviour - Bad choices: Bad consequences**

#### **Unacceptable Behaviour**

At Harestock School we find the following behaviour unacceptable.

- Bullying of any kind – see anti-bullying policy
- Acts of aggression
- Discrimination e.g. Racism
- Swearing
- Vandalism
- Stealing

If any of the above behaviours happen, point 5, 6 or 7 of Appendix 2 will be implemented.

Staff should always seek an explanation for any inappropriate behaviour before applying sanctions and children should not be publicly admonished.

When inappropriate behaviours are displayed by a child, the judgement of the adult determines how the child's behaviour is dealt with. The adult will take into consideration the child's background, the context, and possible communicative functions of the behaviour; however, consequences are equal and proportionate.

## **Sanctions and consequences**

Sanctions used are in line with county policy and adhere to the SEN code of practice. They are used to reinforce understanding of expectations about behaviour in the code of conduct. It must be clear to the child why the sanction was applied and what is expected to avoid repeating the incident. The system of sanctions should encourage positive behaviour and should be an effective deterrent including measures which are realistic, consistent and understood.

Over-reaction to bad behaviour by an adult such as shouting and blanket punishments (involving non offenders) should be avoided. A quick response (where possible) is desirable, following ‘the procedures for managing inappropriate behaviour list’ – See Appendix 1.

These sanctions are (for example):

- ‘look’ from the adult to show dis-satisfaction at action
- Verbal warning
- Change position in class for a period of time and move to orange
- Time out to another class for a period of time and move to red
- Orange class monitoring card
- Red school monitoring card

If things go wrong for children, they must be given an opportunity to discuss and reflect upon their actions and fix the situation. All adults must give everyone the opportunity to be heard. The child will be encouraged (with an adult) to plan a strategy to avoid certain situations again or cope with them differently in the future. Staff will deconstruct the behaviour with the child to understand, as best they can, why ‘the behaviour’ happened and move forward positively from it. Everyone must understand the need for apologies and to accept sanctions.

Some actions are also used to prevent poor behaviour/diffuse confrontational situations as an alternative to sanctions for example:

- Remove from class and have an ELSA session with an adult before continuing with class learning
- Working elsewhere other than at their usual place for a period of time
- Not going out to play but playing inside with a friend instead
- Attendance at Cool Club for a period of time (to learn skills to integrate back into the playground environment as necessary, or have personal time to reflect).

## **Behaviour at lunchtimes**

Children are expected to behave appropriately throughout the school day including lunchtimes. Where behaviour falls short of expectations, lunchtime staff will ask the child to spend a period of time (relevant to their age and action) at the side of the playground, standing still to reflect on their behaviour. The child’s class teacher at the end of lunchtime will be informed and will follow up the behaviour as necessary.

The Senior Lunchtime Supervisor may remove a child from the playground and involve a member of the Senior Leadership team if the behaviour involves

- Swearing
- Physical violence towards another person.
- Bullying
- Discrimination eg racial, homophobic,

If an act of aggression towards another child happens during play times, the child who has displayed aggression will attend Lunchtime Reflection club, to de-construct what happened with an adult, and write a letter of apology to the other child/ren.

Occasions of Reflection club are collated and anonymously reported to Governors each term.

This policy will be reviewed every two years using staff, child and parent comment/perception.





## The Harestock Code of Conduct

Show **respect** at all times

Always **try** your hardest

Always be **honest**

Be **helpful** towards others

Keep yourself and others **safe**

## **The Procedure for Managing Inappropriate Behaviour**

## APPENDIX 2

*All children start each day on the green circle.*

1. Immediate look from adult to show dis-satisfaction at action.
2. Verbal warning to child to stop inappropriate behaviour (naming inappropriate behaviour, explanation of what would be better).
3. Move down to the orange circle and change position in class for the rest of the session.

Once a child has moved off the green traffic light they will lose 5 minutes of the next playtime to reflect on their actions.

4. Move down to the red circle and time out to another class first then deputy head teacher then head teacher for a period of time with appropriate work / activity.

For the above steps, the child can move back to the green circle once appropriate behaviour is displayed for an appropriate period of time.

5. Class teacher to contact parents about behaviour and if necessary arrange a meeting and a class behaviour orange monitoring sheet instigated for two weeks and reviewed. Points 1 to 4 are followed every day as necessary.
6. Class teacher to contact parents and arrange meeting (member of SLT to be invited if appropriate) and red school report card instigated and reviewed for an appropriate length of time. Points 1 to 4 are followed every day as necessary.
7. Head teacher (with class teacher) to contact parents about behaviour and arrange meeting to discuss solutions, with outside agencies, if necessary for advice or intervention

*Whilst inclusion is our overriding aim, children will be excluded from school, if appropriate. We follow procedures established by the DFE and Local Authority.*