

Hardwick Primary School Whole School Behaviour Policy

“Behaviour is everybody’s responsibility.”

Introduction

As part of the Education and Inspections Act 2006, it is the duty of the school Governing Body and therefore the Headteacher and staff to ensure that appropriate measures are in place to;

1. promote self-discipline and proper regard for authority
2. encourage good behaviour and respect for others on the part of pupils and, in particular, prevent all forms of bullying among pupils
3. secure that the standard of behaviour of pupils is acceptable

Rationale

Our school aims state that:

“We endeavour to create a warm, stimulating and challenging school atmosphere where all pupils and adults feel safe, valued and welcome. Everyone contributes creatively to the life of the school, striving together for improvement.”

We want to create a school community that encourages respect for others’ feelings, beliefs and possessions within a stable and caring environment. We strive to maintain high expectations through a consistent and positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour and where the focus is on praising desired behaviour rather than focusing on negative behaviour – PiP RiP: “Praise in Public – Reprimand in Private”. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We believe that pupils will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Our behaviour management policy is structured so those pupils who meet the required standards of behaviour will receive praise, and at times specific rewards. We expect the onus of the pupils’ behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.

However, we also believe that a system of sanctions needs to be in place to support discipline within the school. We use social problem solving structures such as circle time to give a framework for resolving difficulties constructively. We teach an ‘emotional vocabulary’ so that pupils develop the skills to help them recognise and understand their own and others’ feelings. We teach social skills of sharing, turn taking, listening, giving and receiving compliments, giving and receiving criticism. We model respectful and supportive relationships between all the adults in the school community.

Principles

To enable pupils:

- To develop respect for others and understand that everyone in school deserves to be treated with courtesy and respect – people are different, and their preferences and points of view should be recognised; the cultures and traditions of others should be respected; all should be treated fairly and justly.
- To encourage and foster positive attitudes.
- To develop responsibility for their own behaviour. It is important to make informed choices and decisions and understand the consequences of unacceptable behaviour. Pupils should be encouraged to do so within a framework appropriate to their age and maturity. Pupils should be given opportunities to demonstrate these choices by being given trust and using initiative.
- To develop a co-operative approach.
- To develop an effective range of strategies for dealing with problems.
- To be safe and secure at all times.

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To enable adults:

- To consistently model high standards of behaviour.
- To encourage and support pupils to develop in the ways outlined above.
- To follow an agreed format of rewards and consequences.
- To support each other within the agreed format.
- To provide pupils with a consistent framework of expectations during their whole time at our school.
- To ensure that opportunities and/or training are given to the pupils so that they can become more responsible for their own behaviour, e.g. Circle Time and peer mediation.
- To be safe and secure at all times

Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
• To be treated with respect	• To behave respectfully to others
• To be safe	• To behave in a way which keeps self and others safe
• To learn	• To attend school regularly • To be willing to learn • To allow others to learn
• To make mistakes	• To acknowledge own mistakes • To allow others to make mistakes
• To be listened to	• To give opinions in a constructive manner • To listen to others

Inclusion

We aim to provide equal opportunities for all groups of pupils, including those with diverse needs. Our main objective is to safeguard the interests of all pupils and ensure they achieve their full potential. All pupils should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy. Where possible the response to a pupil's behaviour should not prevent the pupil from accessing learning, nor should the pupil's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs.

School Code (Ethos) - RRPS

At Hardwick Primary our school code is: **Ready, Respectful, Positive and Safe.**

The code is displayed prominently around the school and reinforced and referred to regularly, both in assemblies and as part as everyday school life. The code is communicated clearly to parents/carers to ensure their support.

Classroom Rules and Classroom Management

Every class will display 'Class Rules, which are negotiated with the class at the start of the autumn term and display the 'Good to be Green' wall chart, including the warnings and consequences, which all staff will follow, therefore creating a whole school approach to behaviour that is consistent and fair. When the rules are made clear to them, pupils feel safe and confident. Classroom work based on RSE/PSHE will links to these rules.

At Hardwick Primary School we use positive behaviour management strategies.

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Relationships between the pupils and those who teach them have a vital influence on their learning. Clear and consistent strategies for encouraging positive attitudes, arrangements of the furniture, access to resources and classroom displays all affect the way pupils behave. They facilitate independence, personal initiative and raised self-esteem. Pupils thrive on praise and a welcoming environment.

Sanctions and Rewards

The school operates a reward system where pupils can earn team point tokens for good behaviour, attitude and work. All points go towards the half termly team cup. In addition to the above, staff also use their own behaviour and discipline strategies. All strategies support and encourage pupils to follow the agreed class and school code. We reward and celebrate our successes and achievements in our Friday Celebration Assembly, where certificates, including 'Star Pupil Awards', are presented (see Rewards: Appendix 1). Also, pupils who have remained 'green' all week are entered into the weekly 'Good to be Green' draw in the Celebration Assembly.

All teachers use their skills of class management, praise and rewards to encourage good behaviour. Key Stage 1 and 2 also use the 'Good to be Green' traffic light behaviour management system where, if a pupil fails to meet the school/class expectations of behaviour and prevents the teacher from teaching, or pupils from learning, the sanctions detailed in the table below will be taken. EYFS follow the same principles as 'Good to be Green', but use a star system where all children are 'sunshines' and if they demonstrate good behaviour, attitude and work, they can move to the 'rainbow' and then to the 'star', where they will receive a reward. Negative behaviour and choices leads to children moving from 'sunshines' to 'clouds' and to 'rain clouds' (receiving sanctions).

All yellow and red cards are recorded by staff on the weekly Behaviour Monitoring Sheet (see Appendix 3) and handed to the Headteacher at the end of Friday lunchtime. Any pupil who receives three yellow cards in one week or one red card, will not be entered into the weekly 'Good to Be Green' draw in Friday's Celebration Assembly. The monitoring sheets are also used for behaviour monitoring purposes and may be referred to when meeting with parents/carers. When a pupil receives a red card or three yellow cards in a week, the class teacher will inform their parents/carers.

Pupils who regularly receive sanctions may be considered for a Behaviour Management Plan for specific behaviour targets.

If the following behaviour should occur, it would first be referred to a Key Stage Leader or Deputy Headteacher in their absence:

- *Any form of malicious aggression/violence*
- *Bullying (for investigation or if a recurrence)*
- *Rudeness or disrespect to staff*
- *Swearing or foul and abusive language*
- *Deliberate damage to school property*

All of the above will be formally noted and parents/carers informed by the member of SLT who dealt with it, either in person or by phone. In extreme cases of bad behaviour, pupils may be excluded for either a fixed term or permanently (see separate school Exclusion Policy).

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Consequences

Pupil Behaviour	Warning	Action and Consequence
Pupil's behaviour does not meet school or class expectations.	Verbal Warning or 'Stop N Think' card	<ul style="list-style-type: none"> • Refer to class rules/school code and explain why the behaviour is unacceptable.
Pupil ignores the verbal warning and continues their poor behaviour/choice.	Yellow Warning Card	<ul style="list-style-type: none"> • Refer again to class rules/school code and explain why the behaviour is unacceptable. • Yellow card and incident recorded on class Behaviour Monitoring Sheet. <p>STRAIGHT TO YELLOW BEHAVIOUR - at the discretion of the teacher.</p>
Pupil ignores the Yellow Warning Card and continues their poor behaviour.	Red Consequence Card	<ul style="list-style-type: none"> • The pupil misses up to 10 minutes of lunchtime (discretion of the teacher) and completes a behaviour reflection sheet. This is supervised by the class teacher or TA. • Incidents that occur in afternoon sessions will result in the sanction being taken at lunchtime the following day. • Incident recorded on class Behaviour Monitoring Sheet and parents/carers informed of the incident by class teacher. • Pupil removed from weekly 'Good to Be Green' draw.
<p>STRAIGHT TO RED BEHAVIOUR <i>Any of the following will result in an immediate red card.</i></p> <ul style="list-style-type: none"> • Any form of malicious aggression/violence towards an individual • Bullying (<i>if proved to be or a recurrence</i>) • Rudeness or disrespect to staff • Swearing or foul and abusive language • Deliberate damage to school property <p>Depending on the severity of the offence, the time missed at lunch will be decided by the SLT member.</p>		
<p><u>RESET</u></p> <p>All yellow and red cards are reset at the end of each session (break; lunch; end of the school day). Pupils can earn their way back to green during one of these sessions by exhibiting on task or good/appropriate behaviour.</p>		
If a pupil receives 3 Red Consequence Cards in one week.		<ul style="list-style-type: none"> • Pupil is referred to the Assistant or Deputy Headteacher. • Parents/carers informed of the incident.
If a pupil receives 4 Red Consequence Cards in one week.		<ul style="list-style-type: none"> • Pupil is referred to the Head Teacher. • Parents/carers informed of the incident by the Head Teacher. A meeting may be arranged with the parents/carers with the possible action taken.

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Playground Behaviour (including Lunchtime)

Playtime can be the most challenging time for pupils to manage their own behaviour. All staff must work in partnership to raise standards and maintain consistency. We use playtimes as an opportunity to extend social skills and develop independence and responsibility.

Midday supervisors (MDSAs) receive training and guidance on managing behavior. It is important that lunchtimes are not perceived as different, in terms of expected standards of behaviour, from other times in the school day. The school currently employs sport coaches at lunchtime to organise games and activities. During a 'wet playtime' pupils are expected to follow the school code and class rules. The class teacher and/or the class TA will be expected supervise their class during wet playtime and assist the MDSAs during wet lunchtimes, by supervising their class.

MDSAs are able to give yellow cards, following the consequences procedure (above). If a pupil continues to exhibit poor behaviour after receiving a yellow card the MDSA will bring the pupil to see a Key Stage Leader (or the Deputy Headteacher in their absence) and inform them of the incident. After the MDSA has explained the situation to the Key Stage Leader, they will return to the playground. The Key Stage Leader will decide whether the pupil will receive a red card for their behaviour, is able to return to the playground after being spoken to or may need to attend the Lunchtime Club for the remainder of the playtime if they think it will benefit the child.

Lunchtime Club

The Pastoral Support Lead runs a lunchtime club for pupils who are finding lunchtime playtimes difficult. This is to support their behavior and/or well-being. This club is not a 'naughty child club' Pupils may attend following a discussion with the Pastoral Support Lead and their agreement.

The 4W's Reflection Sheet for those awarded Read Cards

EYFS/KS1

- This consists of 4 boxes in which pupils write (or draw) responses to the following questions (see Appendix 2):
 - What did you do?
 - Which rule did you break?
 - What should you have been doing?
 - What will you do next time?

KS2

- This consists of the following questions for the pupil to reflect on and a written response is required:
 - What did you do?
 - Which rule did you break?
 - What should you have been doing?
 - What will you do next time?

If it is the first time a pupil has seen one of these sheets then a brief explanation can be given. If not then staff should *not* enter into discussion with the pupil. The sheet helps the pupil to focus on their actions and also keeps them occupied. After completing the reflection sheet a brief discussion, focusing on the question, 'What will you do next time?' should follow.

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If a pupil completes a 4W's sheet, it must be put with the weekly class Behaviour Monitoring Sheet and returned to the Headteacher at the end of Friday lunchtime. This will be kept for the school behaviour record file.

Pupils Who Display Challenging Behaviour

At times there may be pupils in school who, for whatever reason display challenging behaviour. These pupils who are identified as having additional needs may be supported through a variety of social skills programmes within a small group setting and may be placed on an Behaviour Management Plan for specific behaviour targets or Pastoral Support Program (PSP), which detail the strategies to be used. Referrals to the Local Authority In Year Fair Access Panel (IYFAP) may be made at any time after discussions with the pupil's parents/carers. Any behaviour strategies/plans associated with individual pupils are shared with all staff to ensure a consistent approach is used.

Pupil Incident Report Form

If a pupil's behaviour is of a more serious nature the adult dealing with the pupil will complete a Pupil Incident Report Form detailing the incident and the response taken. These forms are kept as a record.

Malicious Accusations Against School Staff

In the event of a malicious accusation made against a member of staff, the school may take disciplinary action against pupils who are found to have done so. The school will inform parents/carers of the action to be taken. See the Managing Allegation of Abuse Against Staff Policy for details.

Pupils' Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the school will inform the pupil(s) parents/carers and decide the appropriate action/sanctions to impose. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

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Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (under Section 94 of the Education and Inspections Act 2006). Confiscated items will be retained by the class teacher/Headteacher and stored appropriately so they cannot go missing, and will be returned to the pupil or the pupil's parent/carer at the end of the school day. Items classed as illegal, weapons and knives and extreme or pupil pornography will always be handed over to the police.
2. **Power to search without consent** for "prohibited items" (under Section 550ZA (3) of the Education Act 1996) including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The school reserves the right to ban any items, activities, fads or crazes which it feels are causing disruption to learning or is impacting negatively on the behaviour of pupils. Any item banned by the school may be searched for. Searches will always be carried out by two members of staff of the same sex as the child and parents/carers will be informed.

Physical De-escalation

Members of the school staff are trained in dealing with difficult behaviours, which may result in physical intervention. In line with our training, we encourage appropriate physical contact between pupils and staff. See Appendix 4 and the separate policy The Use of Reasonable Force to Restrain or Control Pupils for more details.

School Council

The School Code and behaviour-related issues are discussed and reviewed as necessary at School Council meetings.

Parents/Carers and Other Volunteers in School

A copy of this policy is available to parents/carers and volunteers. Parents/carers receive a copy of the home school agreement when their pupil joins the school, which they sign and return. These are kept in each pupil personal file. Parents/carers receive an update of any changes to the management of behaviour through newsletters and information sheets. Parent/carer and voluntary helpers are asked to read this policy.

Safeguarding

Hardwick Primary School acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). Hardwick Primary School is committed to Safeguarding. By making our pupils feel safe and secure we create an atmosphere where it is acceptable to speak to a trusted adult and if

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any pupil or adult should have any concerns regarding the behaviour of a person at this school, to report it immediately to the Designated Safeguarding Lead or alternates, where their concern will be followed up. There are two named governors for Safeguarding.

This policy links to the school's Anti-Bullying Policy, Exclusion Policy, The Use of Reasonable Force to Restrain or Control Pupils Policy and Safeguarding Policy.

Monitoring and review

Staff, pupils, parents/carers and governors will review this policy annually. Implementation of the policy will be monitored by the Headteacher and Senior Leadership Team who report to the full Governing Body.

Reviewed and updated: Spring 2021

Date of next review: Spring 2022

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Appendix 1: Rewards

Team Point Tokens

- Every child is in a coloured team. Team points can be given by teachers, teaching assistants and other staff as an instant recognition of good behaviour, extra effort, kindness, politeness, notable achievement, displaying the school values and school code, etc. See the team point display for further details. These can be awarded at any time, e.g. in class, in assembly, around school, at playtime/lunchtime, at clubs, etc. Team points once given are not deducted.
- Team points are converted in to coloured team tokens, which are deposited into the clear tubes.
- A photograph of the current team point tubes is taken and displayed in the Friday Celebration Assembly, so pupils can see where they are in the half termly competition. All teams are congratulated for their effort over the week. At the end of each half term the winning team will receive the Team Point Trophy, a certificate and a reward e.g. a non-school uniform day. The tubes are emptied and the competition begins again.

Certificates

- Individual 'Star Pupil of the Week' awards - teachers choose one pupil from their class who has stood out that week to receive a certificate for good work, attitude or progress.
- We also celebrate other school related pupil achievements. Certificates such as swimming and reading awards are also presented during 'Celebration Assembly'.

Outstanding Learner sticker

Teachers can award an instant 'Outstanding Learner' sticker to pupils in class, who have demonstrated extra effort/attitude to learning, perseverance, success, achievement, etc. The 'Outstanding Learner' sticker can also act as a stepping stone to being awarded a 'Gold Award' card.

Gold Award card and the Headteacher's Gold Book

Teachers can award a 'Gold Award' card to any child in their class they believe has earned it. Typical examples may include producing a great piece of work, showing an outstanding effort or attitude towards learning, going above and beyond what is expected of them.

When the Gold Award card is given, the child will be sent to the Headteacher with the piece of work, who enters them in to the 'Gold Book'. They receive a Headteacher award sticker and/or Headteacher's award certificate and get congratulated in the weekly Celebration Assembly.

Other rewards

- In addition to the above, teachers may also use their own behaviour strategies which support and encourage pupils to follow the agreed class and school code. Teachers may use Class Dojo to award points to their pupils and reward them accordingly.
- We also reward good attendance at the end of each term with certificates for those with 97% and above attendance, and those with 100% attendance.
- Those pupils who have remained 'green' all week are entered into the weekly 'Good to Be Green' draw. The iPad app draws one pupil's name from each class at random and the winner receives a Good to Be Green reward. At the end of the term, pupils who have remained 'Green' all term will be awarded with a certificate in recognition of their excellent behaviour.

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Appendix 2: Behaviour Reflection Sheet (KS2)

Hardwick Primary School
Behaviour Self-Reflection Sheet
(Red Consequence Card)

Name: _____ Class: _____ Date: _____

What did I do that was wrong? Which rule(s) did I break?
Why did I do it?
How do I feel because of what I did?
What do I think the other children in the class think of my behaviour?
What will I do to put it right?

Signed: _____ (pupil)

Signed: _____ (teacher)

(This will be kept as a record of your behaviour in the school behaviour file)

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Appendix 2: Behaviour Reflection Sheet (EYFS & KS1)

Name:	Date:
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What did you do?

What rule did you break?

4 W's Sheet

What should you have been doing?

What will you do next time?

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Appendix 3: Behaviour Monitoring Sheet

Class:	Teacher:	Week Beginning: Monday _____ 2020
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Child's Name & Incident	Monday			Tuesday			Wednesday			Thursday			Friday		
	AM 1	Yellow	Red	AM 1	Yellow	Red	AM 1	Yellow	Red	AM 1	Yellow	Red	AM 1	Yellow	Red
	AM 2	Yellow	Red	AM 2	Yellow	Red	AM 2	Yellow	Red	AM 2	Yellow	Red	AM 2	Yellow	Red
	PM	Yellow	Red	PM	Yellow	Red	PM	Yellow	Red	PM	Yellow	Red	PM	Yellow	Red

	AM 1	Yellow	Red												
	AM 2	Yellow	Red												
	PM	Yellow	Red												

	AM 1	Yellow	Red												
	AM 2	Yellow	Red												
	PM	Yellow	Red												

	AM 1	Yellow	Red												
	AM 2	Yellow	Red												
	PM	Yellow	Red												

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Appendix 4: The Use of Reasonable Force to Restrain or Control Pupils

At Hardwick Primary School, the use of physical de-escalation techniques are used as an absolute last resort, however, in accordance with the Education and Inspections Act 2006, Staff who are been trained to use the techniques, have the right to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

1. committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
2. injuring themselves or others
3. causing damage to property (including the pupil's own property)
4. engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied

It is very rare for these measures to be necessary. Any incidents would be recorded and parents/carers informed. Staff who use physical de-escalation techniques are fully trained by BehaviourSAFE in Education trainers.

Please refer to the separate school policy on, 'The Use of Reasonable Force to Restrain or Control Pupils'