



# **Hollyfield Primary School**

## **Behaviour Policy**

<b>Version</b>	<b>Date</b>	<b>signed on behalf of Governors</b>
3.1	3.9.15	

# BEHAVIOUR POLICY

## Aims:

*At the heart of our school ethos, as demonstrated/evidenced in this policy our priority is to ensure that all children at Hollyfield are valued and that by adhering to the principles of the behaviour policy, everyone is shown courtesy and respect at all times. It is absolutely vital that all interventions should be based on a fundamental respect for each individual. All staff at Hollyfield Primary School recognise the importance of building workable relationships with our pupils and indeed between each other. Good behaviour is most often associated with good relationships and mutual respect.*

The Education Act 1997 places duties on school to state and pursue policies designed to promote good behaviour and discipline

At Hollyfield Primary our aims are:

To create a safe and happy environment for every child.

To support all staff in the core aim of teaching and learning through an effective whole school approach to behaviour management.

## **1. A Whole School Approach.**

At Hollyfield Primary School we have a supportive no blame policy when staff express concern and request help to manage pupil behaviour.

We have discussed and agreed the following set of core values to underpin our approach to behaviour management.

- All adult behaviour should reflect the main aims;
- Students will take ownership of their behaviour as individuals and members of a group.
- All members of the school community will treat each other with mutual respect.
- Endeavour to build workable relationships between teacher and pupil, and pupil and teacher.
- Through a behaviour management policy ensure the core business of the school i.e. teaching and learning is supported.
- Include the whole school community, the classroom and playtimes, particularly lunchtimes.

At Hollyfield Primary School we follow the Good to Be Green programme.

### **Level 1:**

All Staff follow the Good to Be Green system, implementing sanctions and rewards as noted in the Rules of Good to Be Green

### **Level 2:**

For children who have a specific behavioural issue an Individual Behaviour Plan (IBP) is written in consultation with parent, pupil, class teacher and BEco (Behaviour Co-ordinator)

### **Level 3:**

The emphasis is on the IBP with the involvement of outside agencies.

If there is a continuing concern then the child will be audited and the CRISP completed. If appropriate the child can be put forward for a Statement of Special Needs

## **Roles and Responsibilities:**

We believe that as part of the educational process, all adults in the school community have a responsibility to teach children appropriate behaviour. At Hollyfield Primary School we all work together to develop a caring and considerate environment. Staff should monitor all pupils behaviour within sight or sound of them and give appropriate rewards or sanctions. We believe that prevention is better than cure. It is important for pupils to know they are under some

supervision and that checks will be made. Should a child misbehave the adult in charge will remind them of the appropriate behaviour required.

Class teachers are responsible for their children's pastoral care and behaviour, but they do this in conjunction with the Head Teacher, Deputy and Behaviour Co-ordinator and pastoral team. The responsibility is also shared with Teaching Assistants and Lunchtime Supervisors. When staff have a concern about behaviour they are encouraged to share this concern with the Behaviour Co-ordinator. A written record should be kept of persistent and or serious incidents of misconduct. Serious Incidents should be reported to the Head Teacher, Deputy Head Teacher or Keystage Managers. The Behaviour Co-ordinator will seek to advise /support and where appropriate liaise with SENco, Pastoral team, Head Teacher, parents and outside agencies.

### **Bullying :**

Bullying is the wilful, conscious desire to hurt, threaten, or frighten someone else. Bullying takes many forms. It can be short term, or long term. Bullying can be physical or verbal, or even a look or gesture. It can take the form of cyber bullying either over the internet or via mobile phones. It can be overt or subtle intimidation. It is not always easy to recognise. We are all aware at Hollyfield Primary that bullying will not be tolerated, it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when any incident of bullying is witnessed or reported. (See Anti Bullying Policy)

### **Partnership with Parents:**

Parents should be involved at an early stage if their child's behaviour gives cause for concern at school. Parents can play a supportive role in monitoring and addressing behaviour problems and by supporting school they send a clear message to the child about what is and what is not acceptable behaviour.

### **Reasonable Restraint:**

Where a child's behaviour is extreme or endangering themselves or others, immediate assistance should be requested from a senior member of staff.

Staff should follow the guidance set out in the policy for Care and Control and enlist the help of a second adult to be a witness.

Similarly in any follow up investigation, a second adult should be present when a child is questioned about the incident.

### **Pupils Leaving School Without Permission:**

Children absconding from the school site will be dealt in light of the circumstances and their age. During a lesson the class teacher must consider their duty of care to the remaining children. Therefore the first course of action is to notify the office and the parents.

Two members of staff where appropriate should follow and attempt to return the child.

If the whereabouts of the pupil cannot be determined within a reasonable length of time then the local police should be informed.

## **3. Common Rights, Responsibilities and Rules:**

The basis for behaviour management at Hollyfield Primary School is based on the following common rights, responsibilities and rules.

- **Agreed Common Rights:**

We all have a right to feel safe.

We all have a right to be treated with respect and dignity.

We all have a right to learn.

- **Agreed whole School Rules for Behaviour**

To be happy and safe at school always follow these rules:

1. Be kind and caring to everyone.
2. Talk and listen to each other to sort out any problems.
3. Always be polite and well mannered.
4. Respect and care for the school and other people's property.

5. Walk around the school carefully and quietly.
6. Follow adult instruction first time.
7. Do your best at all times.

At the start of each year we establish class rules. This is an important part of establishing the framework for common rights, responsibilities and rules.

We believe establishing teacher expectations of a class at the start of the year, is time well spent. The teacher should make explicit the procedures, routines and expectations for:

Use of the cloakroom  
 Entering/leaving the classroom  
 Registration  
 Movement around the site  
 Movement around the classroom  
 Using/sharing resources  
 Gaining the teachers attention  
 Going to the toilet  
 Wet play/lunchtimes  
 Tidying up etc.

The class teacher should actively teach, model, encourage and support positive behaviours.

Whenever possible the adult should use corrective language practices.

### **Rewards:**

#### **Good to Be Green**

Good to be Green is a commercial scheme using a range of coloured 'credit' cards

- The objective of the scheme is to 'stay green' all week
- The reward for staying green all week is at the discretion of the class teacher. Eg if the whole class has remained green all week then the whole class will receive the rewards
- The children can be awarded a Privilege Card for any piece of work or action that is worthy eg: making a special effort
- Producing outstanding work
- Showing kindness and consideration to others
- The children are able to collect up to 6 Privilege cards over a half term. They can then spend them on a range of rewards chosen and specified by each class.

#### **Other Forms of Reward:**

- Non-verbal praise- smile thumbs up etc.
  - Praise verbal- well done, thank you etc
  - A written commendation on pupils work
  - Commercial Stickers- Today's Best Worker
  - A visit to another teacher for praise
  - The reward of a special responsibility
  - Table points
  - A visit to the Head Teacher/Deputy Head Teacher for praise
  - Congratulations Certificate or other certificate given in assembly
  - Lunchtime certificates.
  - Inform parents.
  - House points - **all** pupils belong to a house –Condor, Eagle, Kestrel and Hawk. They gain house points for good work or behaviour.
- The reward systems have been agreed and implemented.

### **4. Consequences:**

We believe pupils should understand why they are being disciplined and that consequences should:

Respect the individual  
 Relate to the misdeed

Have a hierarchy  
And have a strong commitment to recovery options

The emphasis is not on the *severity* of a consequence but on the *certainty* of a consequence. To create a classroom environment conducive to learning, sanctions must be least intrusive with minimum disruption to the lesson.

As the adult your behaviour should be a model for the pupil, so whatever the provocation you should strive to remain calm and in control. Anger should be reserved for issues that really count and when communicated anger is at its best when controlled, therefore speak assertively not aggressively.

When you communicate your anger:

Keep the message brief

Be specific focus on the behaviour or issue

De-escalate quickly by bringing your voice down

Allow a cool off time, if necessary with the pupil removed from the room. It is essential that the relationship is repaired and rebuilt. It is the teacher who needs to initiate this; it may need time, up to 24 hours.

## **6. Sanctions**

The Following Sanctions were agreed:

- Rules of Good to be Green system to be followed in all classes.
- For any incidents that may not be dealt with under the Good to be Green rules, children can be referred to the Keystage managers where appropriate. The managers must keep the HT/DHT informed of incidents.
- Use of short term strategies for 2 weeks to half a term to encourage and support positive behaviour. Eg: traffic light system/Success Charts/smiley face charts/sticker charts etc
- Put on report – if there is repeated concern about a child's behaviour.
- Placed on a IBP if above strategies need to be implemented over a longer period of time
- Referral to Head Teacher or Deputy Head Teacher

Referral to external agencies such as BSS for in school support or shared provision

### **Other Sanctions agreed where:**

Eye contact or look of disapproval

Verbal reprimand

Loss of playtime/lunchtimes

Loss of privileges

Time out

Serious incidents should be referred to Head Teacher/DHT. HT/DHT to contact parent. All information will remain confidential and appropriate sanctions agreed.

These sanctions have a hierarchy they are:

- Telephone call to inform parent of the inappropriate behaviour and a loss of privilege. The child's behaviour is discussed either face to face or by telephone. Support from Learning Mentor either at lunchtime or in class
- As above, informing parents of the continued inappropriate behaviour and possible lunchtime/fixed term exclusion.
- Fixed or lunchtime exclusion of 3-5 days up to 15 a term
- Permanent exclusion for serious or continuous inappropriate behaviour

If there is a serious breach of behaviour e.g. bring in a weapon, drugs, physical assault on members of staff, then some of the above sanctions may be bypassed..

## **7. Exclusions:**

Fixed period and permanent exclusions are in line with LA policy and guidance. They will be used in cases of high frequency disruptive behaviour, or incidents of a serious nature or if the incident in

the opinion of the Head teacher is deemed serious enough for the child to be excluded immediately without prior strategies having been put into place. This will be for serious breaches of the school behaviour policy and school rules. Only after careful consideration by the Head Teacher, (or designated member of staff in charge) and appropriate applications of the appropriate regulations will the following sanctions be imposed:

Lunchtime exclusion  
Fixed exclusion  
Permanent exclusion

The Head Teacher will inform parents and the Governing Body of any incidents and the action taken leading to exclusion. On a child's return to school a meeting between the Head Teacher, parent and child is arranged to discuss a behaviour agreement contract.

Continued concern will lead to a referral to Behaviour Support Services.

Where necessary to support a child in difficulty that may have had several fixed term exclusions, a part time provision may be put into place for a short period of time. This will be agreed with the parents and any outside agencies involved.

On occasions it may be appropriate to draw up a parenting contract. This is voluntary. It is a formal written agreement between the parent and the governing body of the school. It contains a statement by the parent that they comply, as specified in the contract and a statement by the parent that they agree to comply, and a statement by the governing body agreeing to provide support to the parent to help them comply with the contract. Parenting contracts are supportive interventions and are not intended to replace existing practice but to provide additional options for working with the parent to bring about an improvement in their child's behaviour.

If after all support in school and appropriate through appropriate agencies have been pursued and the child is still not able to work with school, school may pursue a managed move with the support of BSS to another school.

### **8. Inappropriate Sanctions:**

Exclusion from a curriculum activity unless on the grounds of safety or the potential of extreme disruption to the good order of the group/lesson.

*At Hollyfield Primary School, Staff and Governors are committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.*

*We will ensure that all our pupils, especially those with SEND, will be fully supported academically and socially to ensure that no pupil is at risk of bullying or any other form of discrimination.*