



BEHAVIOUR POLICY

October 2017

Signed Ht

Governor

BEHAVIOUR POLICY

AIMS

- To ensure a consistent whole school approach to the leadership and management of behaviour, maintaining, encouraging and promoting good behaviour
- To ensure that everyone understands the expectations and procedures in place. The shared and agreed identification of what we consider good behaviour and unacceptable behaviour. This also includes both rewards and consequences
- To ensure that pupils have respect for themselves and others. To promote citizenship and equality of opportunity and to keep children safe. Adults to model fairness, respect, caring and kindness. Pupils will feel confident with a sense of belonging
- Ensure that parents know what our school policy is, support it, and know how it will affect their children

Principles

- Every child is entitled to learn in a safe and caring environment
- Every member of our school community must earn the respect of others through their behaviours and inclusive practices
- This recognises that that within a climate of inclusion there will be children who need a personalized approach specific to their needs. In some cases this may mean that consequences, stages and rewards are not the most appropriate means of intervention and support may be used in conjunction with outside agencies

Responsibility

- Treat all pupils as individuals and actively promote their cultural values and respect their beliefs
- Provide a well ordered environment
- Foster and promote good relationships and a sense of belonging
- Encourage, praise and positively reinforce good relationships, behaviour, effort and learning
- Reject all forms of bullying or harassment
- Care for and take pride in the physical environment
- Work as a team, support strategies in place and encourage each other.
- Parents are asked to sign a home school agreement which means they support the school behaviour policy
- The policy incorporates a strategy for promoting 'desirable and appropriate' behaviours

We praise the behaviour rather than the child therefore acknowledging the child has the power to change.

COURAGE CONFIDENCE RESPECT BELONGING

Hoo Primary School & Marlborough Centre Rules

We are gentle and respectful - walk inside the building, hold the door open, speak politely & give people space, keep hands and feet to ourselves

We are kind and helpful - play fairly, prevent bullying.....tell someone

We listen - follow instructions

We are honest

We work hard - take pride in your work, always do your best

We look after property and ourselves - keep the school clean & tidy, wear the correct school uniform, choose healthy fruit, veg or tuck shop for your snack, bring a water bottle

**LEARN AS MUCH AS YOU CAN, MAKE GOOD
FRIENDS AND GREAT MEMORIES**

Classroom rules

Every class teacher discusses classroom rules with their class at the start of each school year. The agreed list is devised, signed by all and displayed in the classroom. This is in addition to the school rules.

REWARDS – MAIN SCHOOL

Individual rewards

- Adults and children praise each other verbally
- Stickers may be given to wear on clothing
- In class and assemblies, we use a Good to be Green behaviour scheme (see Appendix 1)
- House points are given to reward good behaviour outside of the classroom and/or good effort and learning. Children collect House point stickers on their house point cards and receive certificates for each 50 collected. There are four houses, Cooling (yellow), Rochester (green), Leeds (red) and Upnor (blue). These are named after local castles.
- In key stage 1 (years 1-2) Gold/Merit Achievement awards are given for consistently good or improved behaviour or work. It may also be for a particular piece of work or act of kindness or bravery.
- A praise assembly on Friday celebrates the good work of individual pupils and certificates are given out that children have earned, whether musical, sporting or other.

Group rewards

- In addition to the Housepoint collection card, a child also receives a coloured House token that they put into their classroom House container. At the end of each week, these tokens are transferred into the KS1 and KS2 House containers and counted.
- The House with most tokens each week receives the House Winners Trophy in assembly (FS/KS1 and KS2 assemblies). The House Captains or Vice Captains attach the appropriate coloured ribbons. There is a 'running total' of House points and there will be one overall winner.
- These houses are used for Sports days too and a Sports trophy is presented for the winners of FS/KS1 and for the winners of KS2. There is an overall winner's Trophy at the end of the school year
- The class with the highest weekly attendance percentage receive Gary the Goose (KS2) and Fluffy the Bear (KS1) to visit their classroom for the week.

ALL STAFF WILL FOLLOW THE GOOD TO BE GREEN BEHAVIOUR SCHEME.

CENTRE

Rewards

- Adults and children praise each other verbally
- Stickers may be given to wear on clothing
- Well Done's are awarded to reward good behaviour, work and effort in and around the Centre
- Star of the day awarded in every class and a praise certificate sent home with the pupil
- Additional notes may be put in contact books to praise a pupil or a phone call home to inform parents
- Star of the week presented to a deserving pupil, certificate presented in Celebration assembly and photo displayed
- Children's names can be placed in the Celebration box for a range of positive reasons and this is shared in Celebration assembly, a sticker of acknowledgment is placed in each nominated child's contact book
- Pupils have Targeted Support Plans (TSP) upon 80% or more achievement of these targets a certificate is awarded
- The winning team at sports day receives a trophy.

The ethos throughout the Centre is to reinforce positive behaviours as frequently as possible, this may be verbally, visually, use of signing, etc to help the children understand on all levels what is expected of them. An example of this would be staff reminding children to do 'good walking' rather than saying 'don't run'.

ALL STAFF ARE ABLE TO REWARD CHILDREN WITH WELL DONE'S, STICKERS, NOTES IN THE CELEBRATION BOX, ETC.

Other celebrations and the promotion of a positive environment throughout the whole school include

- Wall displays demonstrating work of which the children are proud
- Open afternoons or curriculum evenings
- Names of children receiving Gold achievement awards/Star of the week in newsletters
- Other children congratulated on achievements in assemblies (Including out of school achievements)
- End of year special awards for pupils in KS2 including Sportsmanship
- Swimming certificates
- Cycling proficiency awards
- Sports awards including Fair play awards

- Attendance Awards
- Adventurous activities awards
- Residential trips
- Many additional responsibilities given to pupils of all ages including Buddies, Ambassadors, Young leaders, Register monitors and Sports leaders.

IT IS VERY IMPORTANT THAT WE SEPARATE LEARNING AND BEHAVIOUR. FOR THIS REASON THERE ARE OFTEN DIFFERENT CONSEQUENCES FOR LEARNING IN CLASS OR BEHAVIOUR OUTSIDE THE CLASSROOM.

CONSEQUENCES

MAINSCHOOL - PLAYGROUND

Any inappropriate behaviours outside of the classroom, for example; arguing, play fighting, rudeness/inappropriate language, not following the Lunchtime Rules etc will result in the child being removed from the situation and being sent to 'Take a Break'. Take a Break is supervised by a member of staff and the child is given the opportunity to reflect on their behaviour, the impact it has had on others and to consider a better course of action.

However, if a child is found to be fighting or physically hurting others, they will be sent immediately to a member of the Leadership team and parents will be informed. The appropriate consequence for the behaviour will be determined by the Leadership Team.

If a child receives three Take a Break sessions in a period of one term, a letter is sent to parents informing them of the incidents. If after two letters in any subsequent two terms, the pupil's parents will be invited into school to meet with a member of the pastoral team.

MAIN SCHOOL – CLASSROOM: Good to be Green System

All in class consequences are recorded in a class behaviour book. The book is monitored by the pastoral team as well as being available at parent consultations. Staff identify any changes in behaviour or longer term issues. In our school, we believe that lining up is a time when children should be preparing themselves for the learning they are about to embark upon. The same is also applicable in assembly when key learning points are being addressed and revisited. We expect our children to show respect at all times of the day whether it is formal or informal learning.

Learning is at the heart of everything we do. If children do not complete work set in the time given due to their behaviour, the missed work will be completed at an

appropriate 'consequence' time outside of usual learning hours. This may be during break time, lunchtime or sent home for the child to complete. We expect that parents will support us in this, ensuring their children make the progress they deserve.

Children are given a verbal warning initially, if their behaviour does not improve they may be given a yellow warning card. However, the children are encouraged to improve their behaviour so that they can return to green as soon as possible.

If there are children who continually have to receive yellow warning cards, or receive 'exits' from their classroom, a behaviour book may be put in place. This gives a lesson by lesson breakdown of the day which teachers need to complete in respect of the pupil's behaviour for learning. This book is signed at the end of each day by a member of the leadership team. It is also sent home daily for parents to sign and acknowledge how their child's behaviour has been that day.

Stage 1

Following an initial verbal warning, the following reasons are **EXAMPLES** for giving a yellow 'warning card'.

- Being off task
- Being disrespectful to others
- Persistent telling tales
- Disruptive noises
- Rudeness
- Swearing (-incidental)
- Talking/inappropriate behaviours when lining up
- Talking/inappropriate behaviours in assembly

The consequence will be losing a period of their playtime with time to reflect on their behaviour., they may be required to complete a consequence prompt sheet and/or missed work. The appropriate time lost will be directed by the child's class teacher considering the child's age and needs. The child's consequence sheet will be filed in the class behaviour book.

Stage 2

If the above behaviours continue, this will result in a child receiving a red 'consequence card'.

Following a red card they will be exited to another class for the remainder of the lesson. Appropriate work will be sent with the child. The child's class teacher will inform parents/carers of this exit. This aims to break the pattern of behaviour and calm the situation.

A child will then return to their class, where they will be acknowledged and directed as to what they need to be doing. Additional support may be available to

support with work missed if appropriate. The only time a child will not be returned to class is if staff believes that health and safety would be compromised.

If upon the child's return to class, a child continues to display inappropriate behaviours, the child will receive an immediate exit to a member of the Senior Leadership Team. This will be for the remainder of that morning/afternoon session; if the exit is at the end of a session, the exit is carried forward to the next session. Again, work is to be provided by the exiting class teacher and parents are informed by the class teacher.

The following reasons are **EXAMPLES** for giving a red 'consequence card'.

- Repeatedly being disrespectful to others
- Repeatedly disrupting the learning of other pupils
- Repeated rudeness
- Repeated swearing (-incidental)

Stage 3

There are more serious behaviours which may lead to an immediate exit or escalation to stage 4. These include:

- Physical harm
- Swearing (intentional)
- Spitting
- Biting
- Lying
- Verbal abuse
- Health and safety issues (including refusal to follow instructions)
- If a pupil leaves a classroom a member of staff needs to alert the school office who will in turn alert, SCO, Site staff and a member of SLT.

Stage 4.

There are a number of behaviours that the school agrees are so serious that an internal, fixed term or permanent exclusion may be necessary.

An internal exclusion is time out of the classroom, completing work in a safe space under the supervision of a member of staff, this enables the other pupils in that class to focus on their learning and regain learning time lost due to disruptive behaviour.

The school is in line with reasons for exclusions as identified in the Medway and Government law documentation. Copies of this information are available to parents/carers upon request.

- Racist or homophobic abuse or extreme discrimination of any kind including repeated bullying
- Damage to property (intentional)
- Carrying or threatening to use an offensive weapon/use of an object in a threatening manner

- Serious physical harm to another
- Physical abuse
- Throwing of furniture
- Persistent refusal to follow reasonable instructions
- Using or carrying alcohol or drugs
- Leaving the school building/grounds
- Health and safety of self or others is compromised
- Persistent disruptive behavior e.g. a 3rd exit in a space of 1 – 2 consecutive days.
- Theft

WHOLE SCHOOL

As a school we are wholly inclusive regarding pupil's special educational needs and this has been fully considered when compiling the above lists. This list is only a guideline of the types of consequences used when such behaviours occur. Each pupil's individual need and circumstance is taken into account in every situation. This ensures a safe and calm learning environment for all pupils that access Hoo St Werburgh Primary School and Marlborough Centre and those working within the environment.

Continuous disruptive behaviour that has an effect on the efficient education of the other pupils or any deliberate physical attacks on pupils or staff will not be tolerated. This may result in an internal or external exclusion for a fixed period of time or in extreme cases in a permanent exclusion. A decision about which of these would be appropriate will be made by a member of the Senior Leadership Team and will depend on the circumstances. A number of staff in both Main School and Centre are trained in Team Teach positive handling techniques and as a result are obliged to use positive handling as a last resort to keep pupils safe. There is a positive handling policy that should be read in conjunction with this policy.

CENTRE

Children at the Centre often have behavioural issues as part of the triad of impairment and this is taken into account when dealing with the pupils. However, this cannot be used as an excuse for unacceptable behaviours. Children in the Centre are taught life skills and social skills as part of the curriculum and through these are helped to develop strategies they can use to support their behaviour.

Children in the Centre do still receive consequences and sanctions for their behaviour. As in the main school they are given a warning about the unacceptable behaviour and advised of a better option. If the behaviour continues, the pupil then receives a 'try harder' which equates to 1 minute of an immediate event/playtime/silver time/golden time as appropriate to each individual child. A 'try harder' is used both for in class and out of class behaviours as children need to understand that a certain behaviour is not tolerable within society.

Behaviour Thresholds – Centre

Try harders are issued for the following behaviours (this may vary from 1 – 5) each 'Try harder' equates to a minute lost from playtime, bike time, golden time, etc depending on the pupil's level of need and understanding.

- Deliberate answering back
- Using swear words purposefully
- Arguing with adults/peers
- Rudeness to adults/peers
- Ganging up
- Abuse of school property
- Disrespect/inattention
- Throwing missiles
- Tantrums/stomping
- Lying
- Continual refusal to follow instructions
- Persistent disruption of a lesson/to their own learning
- Persistent work avoidance
- Play fighting
- Persistent name calling
- Hurting others – hitting/striking/kicking
- Graffiti
- Spitting

The following behaviours would be described as a serious incident and as such a form would be completed and parents notified by phone that such an incident had occurred.

- Vandalism
- Fighting
- Stealing
- Throwing furniture
- Racial/Homophobic/Sexist abuse
- Bullying

- Stubborn refusal to follow instructions
- Biting

The behaviours below could result in a fixed period of exclusion, due to the serious nature.

- Intentional Racist or homophobic abuse or extreme discrimination of any kind including repeated bullying
- Carrying or threatening to use an offensive weapon/use of an object in a threatening manner
- Using or carrying alcohol or drugs
- Leaving the school building/grounds
- Health and safety of self or others is compromised
- Repeated bullying despite school & parental involvement
- Persistent physical/verbal attacks on adults/peers
- Deliberate & extreme physical abuse to adults/peers

LINKS TO OTHER POLICIES

The policy should be read alongside and in conjunction with other policies regarding the safety and welfare of children and these together make up the suite of policies to safeguard and promote the welfare and safe behaviour of children in this school

- *Physical intervention/positive handling*: our Positive Handling or Behaviour Policy states that staff may only use physical intervention as a last resort. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- *Anti-bullying*: our policy on the prevention of management of bullying and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- *SEND* this policy outlines how our school recognises and manages the additional needs pupils have.
- *Health and safety*: our health and safety policy reflects the consideration we give to the protection of our children both physically, within the school environment, for example in relation to internet use; and when away from the school for example when undertaking school trips and visits.
- *Our ICT policy* recognises the seriousness of ESafety and cyber bullying and this is dealt with very seriously within this school.



APPENDIX 1- GOOD TO BE GREEN

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's behaviour expectations.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.



Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing.

If, during lesson time, a child has to be warned of inappropriate behaviour, or has broken a school rule following a verbal warning, then a Yellow Warning Card (Stage 1) will be displayed over the top of their Green card. If a child receives a warning card they will have 5 minutes off of their playtime to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, the Red Consequence Card (Stage 2) will be displayed over the top of the yellow card.

If a child receives a red card, this will result in an exit from the class and children will complete their work elsewhere. On return children will complete a consequence slip and parents will be informed.

Following a red card, if a child persists with inappropriate behaviour, they will be sent to see a member of the Senior Leadership Team.

Children who remain on Green for the first three terms will receive a **Green for Good badge** that they will wear as a sign to others that they are models of good behaviour in our school. When they remain on Green for all six terms they will receive a **Gold for Good badge**.