



BEHAVIOUR POLICY

**Reviewed - November 2018
Next due for Review – November 2020**

Signed - Headteacher _____

Signed – 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 always tell the truth no matter how big the problem

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 below)
- 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) there are various individual awards such as Writer of the Week
- 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 a banner for their door to highlight the importance of this.

ALL STAFF WILL FOLLOW THE GOOD TO BE GREEN BEHAVIOUR SCHEME (see below).

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
- Individual class rewards were appropriate

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 in their class in a variety of ways e.g. stickers, notes home etc.

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 receiving time out in '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 Senior Leadership Team (SLT) and parents will be informed. The appropriate consequence for the behaviour will be determined by the SLT.

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

Learning is at the heart of everything we do. However, we expect our children to show respect at all times of the day whether it is formal or informal learning.

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.

GOOD TO BE GREEN SYSTEM

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 a child stays on Good to be Green for the whole term they are invited to attend the end of term reward/celebration. This is a whole school exciting reward which will encourage children to continue to be 'Good to be Green'



Year R and Year 1 children will receive 'Good to be Green' stickers at the end of the week if they have stayed on Green the whole week (children can go onto yellow and still receive a sticker as long as they change their behaviours and get back on Green).

It is recognised that some children will demonstrate behaviours that are above and beyond those of others, demonstrating exemplary behaviours. These children will be rewarded by receiving a Silver Card in the chart. When a Silver Card has been issued the child will receive a Silver Certificate in Celebration Assembly and their parents/carers will be invited to attend to see them receive it. After the assembly they will attend a celebration tea with their families and a member of SLT to recognise the significance in receiving a Silver Card. At the end of the academic year all those children that have received a Silver Certificate will attend a Silver Party with their families.

Despite all the incentives to behave appropriately it is understood that sometimes children can make the wrong choices. If a child does not show good behaviours for learning then they receive a verbal reminder initially. They will receive another verbal reminder and their name is put on the board as a visual reminder. If their behaviour does not improve then they are given a yellow 'reminder' card.

However, the children are encouraged to improve their behaviour so that they can return to green as soon as possible.

If a child continues to display incorrect behaviours for learning then they will be issued with an orange 'reflect' card which will be shown in the class wall display. If a child is issued with an orange 'reflect' card then they will immediately discuss the issues with a member of SLT. The SLT member will decide on the appropriate consequence and this will be formally recorded for monitoring.

When there is a serious breach of the Behaviour Policy, a red 'consequence' card will be issued. Members of staff have to refer to a member of SLT to issue red cards, as this will often result in an internal or external exclusion. Red cards should only be issued for serious misconduct and a 'Serious Incident Form' must be completed by the teacher.

Examples of each stage are below. Please note that this list is not exhaustive, but should be used as a guide.

Stage 1

Following an initial verbal reminder, the following reasons are **examples** for giving a yellow REMINDER card.

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

Stage 2

If there is further disruption by the child, or a continuation of the above this will result in a child receiving an orange 'reflect' card. This will result in immediately meeting with a member of SLT to discuss the behaviour and to give the child a chance to reflect on their day so far and how they can turn it around with the aim of getting back to green. This meeting will be recorded on a Reflection sheet and formally recorded by the SLT member for monitoring. The SLT member will decide on the appropriate consequence for the behaviour. The 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.

Parents will be informed by the class teacher member.

The following reasons are **examples** for giving an orange 'reflect' card.

- Repeatedly being disrespectful to others

- Repeatedly disrupting the learning of other pupils
- Repeated rudeness
- Repeated swearing (-incidental)

If a child receives three orange reflect cards over the course of a term, it automatically transfers to a red consequence card and they will miss out on the end of term reward. Parents will be informed.

If Year 1 and Year R receive an orange over the course of the day they do not get their good to be green sticker at the end of the week. The children, however, can receive a yellow reminder card without any consequence.

Stage 3

There are more serious behaviours that may lead to an immediate red consequence card that may then result in internal or external exclusion. If a child receives a red card parents will be informed and they will not take part in the end of term reward.

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.

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

- Serious Physical harm
- Repeated Swearing (intentional)
- Spitting
- Biting
- Deliberate Lying
- Aggressive Verbal abuse
- Health and safety issues (including refusal to follow instructions)
- Absconding

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.

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 additional 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. All positive handling incidents are recorded on a 'Serious Incident – Handling' form and parents are informed.

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 reminder 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 E-Safety and cyber bullying and this is dealt with very seriously within this school.