

Positive Behaviour Policy



Providing the roots to grow & the wings to fly.

1.1 Introduction

At Henhurst Ridge Primary Academy we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others. These aims are supported by the overall philosophy and practice of:

Respect Yourself - Respect Others.

We believe that praising and valuing children is the best form of encouragement towards appropriate behaviour. Through implementation of this policy we will establish our expectations of the behaviour of our children, parents, staff and school community.

We will at all times challenge racist or sexist behaviour, and all forms of bullying.

The whole school community, children, staff, governors, parents, students and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

We believe everyone at Henhurst Ridge Primary Academy the right to be respected as an individual. We strive to create a happy, protected and encouraging environment where the children can learn and grow into independent, responsible and respectful individuals. Henhurst Ridge Primary Academy has aims that support those of the Education Reform Act and emphasises that staff are committed to all policy statements. The aims that originate from the school are formulated, implemented and reviewed by staff and Governors.

1.2 The code of behaviour is in the context of a "positive" ethos and reflects our belief that there should be a culture where there are rewards for achievement and good behaviour. To this end we are currently doing the following:

- All children begin every day with their name on 'Ready to Learn'. Achievement in work and behaviour is recognised and praised daily in classrooms. Children's names can therefore be moved to 'Excellent Effort' and then 'Outstanding'. The names can also be moved down - see Consequence section of policy below.
- Children can be rewarded with house points for producing good work due to effort - these are counted weekly and an overall prize given to the winning house at the end of each half term.
- In the weekly 'well done' assembly, one child from each class is presented with a certificate based on one of the 7 core Henhurst Harrier values of Honesty, Aspiration, Responsibility, Resilience, Innovation, Everyone working together & Respect. Each half term will focus on a different value.
- Purple class tokens are awarded to classes who work well together, move around the school well e.g. lining up, sitting and listening well in assembly, as well as showing courtesy and respect for each other and all school community

members. These are counted half-termly and the class with the most tokens will vote on what they would like to do as a reward, e.g. cinema afternoon, bringing scooters & bikes in, picnic etc.

- Positive text messages are sent home share news with parents about children's learning and positive behaviour choices.
- Attendance certificates are awarded weekly for classes with the best weekly attendance in each of the key stages.
- Punctuality certificates are awarded for classes with the least amount of lateness in each of the key stages.
- End of term medals for attendance are awarded termly for those children with 100% attendance.

The code is to be used in the context of our policy and commitment to:

- Equal opportunities
- Anti-racism
- Anti-bullying
- Health and Safety in school
- SEND Code of Practice

The code sets out to clarify:

- The lines of responsibility for discipline in the school (people)
- The structures for discipline in the school (procedures)
- The process from "incident" to "exclusion".
- The support structure for staff (teaching and non-teaching)

2. Rights and Responsibilities

2.1 Children's Rights

- To be safe and secure at all times at school
- To be listened to by adults
- To be familiar with the procedures of the Behaviour Policy
- To be involved in setting and reviewing behaviour and class rules within their own class
- To be treated with respect

2.2 Children's Responsibilities

- To think about how you behavior & discuss pupil behavior in P4C sessions
- To try to be the best you can be
- To listen to what others are saying
 - To treat each other as you would like to be treated
 - To use appropriate language at all times

- To share with each other
- To care for the school building, environment and equipment and the belongings of others
- To respect others race, religion, gender and way of life
- To stay on the school premises at all times unless accompanied by a member of staff

2.3 Staff Rights

- To be safe and secure in our work place
- To be listened to by children, parents, colleagues and governors
- To be familiar with the procedures of the behaviour policy
- To have professional judgments respected
- To be involved in setting and reviewing behaviour within the school

2.4 Staff Responsibilities

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly
- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To take into account other people's point of view - to listen to other staff, parents and children
- To provide an appropriate context for learning appropriate behaviour
- To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- To plan opportunities for the class to reflect on their behavior through P4C sessions
- To actively implement and regularly discuss and review the Behaviour Policy as necessary
- To record incidents of inappropriate behaviour on the electronic Behaviour & Safeguarding system and to inform Senior Management where appropriate
- To involve parents, SENCo and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual school rewards and sanctions. Use enhanced recoding strategies such as ABC sheets to help identify triggers for behavior.

2.5 Parents' Rights

- To have access to a copy of the policy in order to become familiar with its expectations
- To be informed as is appropriate about unacceptable behaviour
- To be given information about relevant support services as necessary
- To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary
- To be consulted when the policy is under review (via newsletters)

2.6 Parents' Responsibilities

- To read, to comment on and support the Behaviour Policy

- To be a positive role model for the children
- To ensure children attend school everyday
- To talk to children about the school day and what they have been doing at school
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with the staff
- To ensure that children arrive at, and are collected from school, on time
- To support the school by attending meetings i.e. parent conferences, parent meetings, etc.
- To ensure that your child arrives at school wearing school uniform and with the appropriate equipment
- To ensure that homework is complete accordingly.
- To read thoroughly and act upon all communications from school
- To follow the school uniform guidance, including no jewelry except studded earrings.

3. Desirable Behaviour

3.1 Behaviour around the school

- Classes should always enter the school calmly and quietly
- Classes or individuals should always walk quietly around the school in an orderly manner
- Children should respect all areas of the school including their own and communal areas.

3.2 Behaviour in the classroom

- Children should sit quietly on entering their classroom on their carpet or chairs while the register is being taken
- When a session is finished children must clear up and return resources to their correct places
- Teachers will organise suitable rotas for care of the classroom
- Teachers will encourage children to go to the toilet at break or lunchtimes.

4. POSITIVE BEHAVIOUR STEPS

All children begin the day with their name placed on 'Ready to Learn'. Where children are not following class rules the following steps are followed:

- STEP 1** Verbal reminder and class rule stated.
- STEP 2** Verbal reminder and child's name moved to 'Think about it'
- STEP 3** Child's name moved to 'Consequence'.
Time out in class to consider own behaviour.

- STEP 4** Buddy Class - negotiated short-term placement in buddy class to reflect on their poor behaviour. Parents informed by teacher.
- STEP 5** Child sent to member of the Senior Leadership Team (SLT). Parents contacted and a meeting held with teacher and member of SLT if deemed appropriate.

THESE STEPS ARE BYPASSED IF VIOLENT BEHAVIOUR OCCURES
- Straight to member of SLT.

- STEP 6** Behaviour plan negotiated with a Learning Mentor contract.
- STEP 7** Restricted privileges.
- STEP 8** Fixed Term Exclusion

Meeting with parent to discuss behaviour and implantation of Step 6, 7 or 8.

4.1 Playground behaviour - break times and lunchtimes

- Children to be respectful of all staff and pupil monitors on duty
- Children to be encouraged to play co-operatively
- Physical or verbal abuse will not be tolerated
- Children to be encouraged to respect the school grounds by not dropping litter and looking after the trees and plants
- Children must ask permission to enter the building
- At the end of playtimes and lunchtimes, children must walk back to their classrooms quietly and calmly.

4.2 Rewards for good playground behaviour

- Praise from the teacher on duty and class teacher informed.
- A token awarded to a class

4.3 Sanctions for undesirable playground behaviour

- Walk around with the adult on duty and spend some time at the thinking spot.
- Incidents of a serious nature will be dealt with by the SLT

4.4 Behaviour at Lunchtime

Rules for good behaviour have been drawn up by Midday Assistants, Head teacher and Deputy Head teacher.

Midday Assistants to deal with minor incidents while those of a more serious nature to be dealt with a member of the SLT. Teachers are to be informed after lunchtime of any incidents.

RULES FOR LUNCHTIME

- Line up straight away with no pushing
- Behave well in the line at all times
- Show good table manners
- Remember to say please and thank you
- Never run inside school
- To speak to friends in the dinner hall and not shout

However, positive behaviour steps also apply if needed.

Racism and Bullying – please see Anti-bullying Policy for more details.

5. Pupil Voice

School Parliament has been set up to involve children in the democratic running of the school where issues of behaviour will be discussed.

Circle time will be used to address behaviour and raise self- esteem as well as show our care and respect for others. This will include P4C sessions (Appendix 1)

6. Pupil Exclusions

The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented:

6.1 Fixed term exclusion

Head teachers have the legal right to exclude a pupil for up to 45 school days in a school year. Exclusion is a disciplinary sanction, which can only be exercised by the Head teacher or Deputy Head teacher when s/he is acting in the Head teacher's absence and only in response to serious breaches of the school's policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term exclusion is exercised.

A first fixed period of exclusion lasting from 1 to 3 days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Head teacher will arrange for pupils to receive schoolwork to do at home and have it marked until s/he returns to school.

6.2 Arrangements for fixed term exclusion

1. Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
2. The Head teacher/Deputy Head teacher will make every effort to contact parents by telephone during the day informing of the exclusion and the reasons for it. The Head teacher/Deputy Head teacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
3. Parents will be informed of their right to make representations to the Governing Body.

In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the governing body will follow appropriate LA procedures.

The discipline stages are outlined in Appendix 2

Review Framework:

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Headteacher _____ Date: _____

Signed: Chair of Governors _____ Date: _____

Next Review Date: Sept 2019

Appendix 1 CIRCLE TIME

A Whole School Approach to Behaviour Management and Raising Self-Esteem using a Philosophy for Children approach.

WHAT IS CIRCLE TIME?

Circle time is:

- A group listening system
- A time-tabled weekly meeting
- A democratic system giving all children equal rights and opportunities.
- A practical opportunity to discuss concerns, consider and debate moral values. Practise positive behaviours, and work out solutions and action plans in an enjoyable and fun context which is highly motivational.

Circle time is for:

- Listening
- Relationship building
- Social skills development
- Problem sharing and solving
- Resolving conflict
- Building self-esteem
- Developing responsibility for others
- Developing empathy

Appendix 2 Henhurst Ridge Primary Academy Discipline stages

Stage 1	<i>Dealt with by class teacher</i>
Arguing with peers	
Calling out in lessons	
Noisy at inappropriate times including talking in assembly	
Not paying attention or off task, including time wasting and not enough effort	
Loitering in parts of the school that are out of bounds	
Not caring for belongings, equipment and the school building	
Poor presentation	
Incomplete work	
Non completion or return of homework	
Stage 2	<i>Child sent to another class for time out</i>
Persistent occurrence of stage 1	
Behaviour that disrupts the learning of peers	
PARENTS TO BE INFORMED VERBALLY - write in behaviour log	
Stage 3	<i>Child sent to SLT</i>
Poor attitude, general disregard for others, name calling, and rudeness to peers.	
Rudeness to any adult in school or refusal to cooperate	
Physical abuse such as pushing, hitting, kicking, fighting	
Significant damage to equipment or school building	
Stage 1 or 2 where consequences are more serious	
MEETING WITH PARENT AND MEMBER OF SLT	
Stage 4	<i>Child sent to DHT or Headteacher</i>
Stage 1,2 or 3 behaviours where the consequences are serious	
Serious physical or verbal abuse to peers/adults	
Bullying incidents	
Racist incidents	