



Hughenden Primary School

Whole School Behaviour Policy 2018-19

At Hughenden Primary School we have a clear understanding of how we expect our children to behave. This permeates all aspects of school life and should be evident whenever staff and children are together.

Our shared ethos is represented as follows and combines with our school's core values: CHEER (Cooperation, honesty, empathy, enthusiasm, and respect)

- Happy
- Friendly
- Caring
- Calm
- Safe
- Polite
- Purposeful
- Stimulating
- Fun
- Organised

These values will be demonstrated by:

- Children that are aware of, and considerate towards those around them and their environment
- Children who understand the reasons behind rules, showing that they are using the skills of self-discipline.
- In their classes children are busy, engaged, on-task, neat and careful.
- Children are participative and actively engaged in lessons.
- A noise level that is appropriate to the activity and children who observe the class rules of being ready to listen and learn.
- An environment that is bright, colourful, tidy, and well maintained.
- An atmosphere of calm and enjoyment where visitors feel welcome to join in.

Achieving this vision

This ethos will not just happen, it needs careful planning and reinforcement. It can only be achieved and maintained by constant awareness and action. As a school we have agreed to adopt the following strategies to promote and maintain the standards of behaviour we expect from our children:

- All staff demonstrates acceptable standards of behavior and lead by example.
- We allow time to teach behaviour.
- Lessons should finish on time ensuring a smooth transition.
- Children should leave sensibly and promptly from lessons and at the end of the day.
- Children have ownership of school rules through the School Council.

- Classroom rules and routines are agreed, practiced and discussed regularly.
- Correct behaviour is continually praised and reinforced by constantly trying to 'Catch children being good' , rewarding appropriately with Growth Mindset stickers or movement upwards on the Sunshine Incentive Chart.
- Our classrooms are clear of clutter, well organised and have set routines.
- Pupils are given positions of responsibility.
- Individual and whole class targets are used to focus specific children or groups of children on areas that need attention.

Whole School Rules

Our school rules were devised by the children. They took the aims of the school and suggested rules to ensure these aims are met. The rules are:

- Follow the CHEER values
- Smile but tell someone if you are unhappy. Worry boxes are available to share concerns with an adult
- Fit more in, have more fun
- Be polite
- Look after everybody and everything
- Be brave and resilient to do things you haven't done before
- Help each other and try your best
- Be kind and considerate to others: showing friendship, empathy and support to others and being ambassadors for positive relationships

Teaching staff also have rules appropriate to the classroom environment the pupils are working in.

Staff tactics on promoting good classroom behavior are referred to the Staff Handbook which is updated each year.

Praise, Rewards, Reflection Time (Sanction) and Warnings

Staff uses a reward of Growth Mindset stickers and reflection time (sanction) system of yellow and red cards, as appropriate. Staff use cards fairly and in an age appropriate manner. Office staff record the issuing of cards on the Sims database so that patterns of behaviour can be tracked easily.

See appendix 1 for detailed information about the operation of the card system.

More details can be written on the back of the card to offer a more detailed explanation.

As well as this formal system, teaching staff may use individual rewards and sanctions in the classroom as outlined below.

Praise and Rewards	Sanctions and Warnings
Smile	Frown, shake of the head, saying 'no'
Nod of head, saying 'yes'	Hard stare
Verbal praise 'good', 'well done' etc	Verbal correction 'don't do that', say child's name

Catch children being good – explain what was good, why giving feedback, growth mindset stickers or team points.	Written constructive comments went marking e.g. try to concentrate
Positive comments when making related to behaviour e.g. you concentrated well	Remove child from the group and sit on their own, closer to the teacher or time out.
Head towards the sunshine	Keep child back at playtime for appropriate age related time /task
Individual target moved or achieved	Child works in another class for a short time
Work/behaviour shown to rest of class, class celebration, applause, rewarding activity	Incentive chart within classroom Send child to Pastoral Leader for reflection
Work displayed on wall	Discuss concerns with colleagues, Head teacher, begin recording behaviour patterns or Behaviour Chart
Work/behaviour shown to other members of staff	Inform parents of problems, place on SEN School Aware Register and write individual plan if appropriate
Work/behaviour shown to Head teacher	Regular reviews of work/behaviour by teacher with parents e.g. once a week either verbally or written.
Sticker from Head teacher	Use of incentive charts with built in rewards.
Certificate of achievement at celebration assembly	Senior Leader meets with parents
Parents told of good work/behaviour	Home/school daily behaviour diary set up, signed daily by parents teacher and Head
Growth Mindset Treat	Consult Educational Psychologist, Behavioural Support Unit, School Nurse. Inform SEN Governor and Chair of Governors. Formal exclusion procedures,

Children with Emotional and Behavioural Difficulties

Following the policies outlined above we will ensure high standards of behaviour for the vast majority of children. However circumstances can change and a child may develop, or join us with emotional difficulties that show themselves in challenging behaviour. These children need additional help to learn to moderate

and control their behaviour. We may also decide to involve outside agencies eg PRU or Early Help.

Identifying Challenging Behaviour

Any behaviour that can be considered dangerous to children, adults or property

Behaviour that persistently interferes with:

- The child's learning
- The learning of others
- The teachers' lessons and the learning environment

The policies outlined above will be effective in dealing with much of the disruption challenging behaviour may bring. However, additional strategies will also be necessary in order to defuse or handle potentially difficult situations.

Early Warning Signs of Challenging Behaviour

Some or all of these signs may be evident in a child's behaviour:

- Social withdrawal
- Excessive feelings of isolation or rejection
- Being a victim, feeling of being picked on or persecuted
- Low school interest, lack of engagement in lessons and lower than expected attainment
- Uncontrolled anger and frustration
- Bullying
- History of discipline problems
- Removing themselves from the learning

Challenging and Unsafe Behaviour

2 Senior members of staff have been Team Teached trained. These incidents are recorded in the Team Teach book.

Bullying

See anti-bullying policy

Monitoring and Policy Review

The implementation of this policy is monitored on an on-going basis by the Head teacher. Behaviour is reported to Premises, Health and Safety committee and forms part of the Head teacher's report to Governors.

This policy was approved by the Governing Body in November 2019.

It is due to be reviewed in November 2022.

Appendix 1

Green, Yellow, Red Card System

A. The cards – key points

- Every adult in school should have both a pack of cards to use, and have received some training in their use.

- Green cards

Children who receive these from someone other than their class teacher should hand them to their Class Teacher so that they can be recorded as Growth Mindset points.

- Yellow cards

Please read the descriptions on the cards to remind you of the kind of behaviour we are looking to expect. More details can be written on the back of the card to offer a more detailed explanation.

All cards are entered onto the Sims database using the Behaviour System which easily tracks

The child presents themselves the following day to pastoral for reflection at morning break time. Each child should be asked for an explanation of the card. The card should be taken in to be entered onto the Sims database. Children should be given time to have a toilet break and prepare for lesson 3 of the day.

KS 1 – loss of playtime (10 mins)

KS 2 – loss of playtime (13 mins)

If a child receives a third yellow card in any one week a red card is issued at the Head teacher's discretion.

- Red cards

Child is seen by Head Teacher or Senior Leader to explain behaviour.

A telephone call or email is made to home to seek a parental interview to inform/discuss the behaviour.

The child receives an out of class exclusion or appropriate consequences for their age and the specific behaviour to this red card. In Year 6 the focus is on preparation for transition to secondary school.

If required a meeting with child and parents is recorded and notes kept by the teacher in the class file.

B Reflection records

The cards are recorded on the Sims database,

C Behaviour incident file

If a member of staff is concerned about a behaviour incident then it should be noted down on a Cause for Concern and passed to the Head Teacher or Senior Leader who is in charge of pastoral care. on the relevant pro forma. The purpose is to spot patterns early. If a parent/carer reports behaviour that concerns you, this should also be noted and put on the file.