



# **Behaviour Policy**

**Reviewed: February 2019, following consultation with pupils and staff.**

**Next Review: February 2020**

**Updated Modified Timetable Parent/School Contract September 2016**

## HOLMER LAKE PRIMARY SCHOOL

*'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.'* - **Gandi**

### Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

### School values

*"Being happy starts on the inside...you have to feel good about yourself and the world around you."*

- Everyone has a **right to feel safe** at school. The staff at Holmer Lake are committed to ensuring that **every child is protected from harm**.
- Everyone is of **equal value** and will be **valued equally regardless** of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is **everyone's responsibility** to help make our school a **happy place** where **everyone can be successful**.
- We **expect** that the behaviour of children will **enable teachers to teach**, and **each other to learn**.
- **Everyone is responsible for his/her own behaviour**.
- Our **expectations** are for **good behaviour**.
- **Good behaviour** will be **celebrated** and **rewarded**.
- The **education** of the majority of children will be **protected from disruption** by a minority of unacceptable behaviour.
- **Unacceptable behaviour** will be **met with consequences**.

- **Parents** will be informed about the **expectations** of the school and about the **consequences** if their child behaves inappropriately.
- We have **rules** in our school because **they provide a code** about **working and being together**.

### Expectations

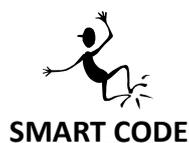
We **expect** everyone in our school to:

- have high expectations of behaviour
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated.

### Rules

Our SMART Code of Conduct underpins our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that children understand why they are important:-

- ✓ For reasons of safety.
- ✓ Respect for others and their property.
- ✓ For the smooth running of our school



Speak politely and listen carefully

**Make school enjoyable for everyone**

**Act safely**

**Respect and care for each other**

**Tell someone your worries**

Our rules will:

- ensure that everyone can learn, enjoy and achieve;
- help make everyone feel valued and safe;
- protect the learning environment;
- protect the possessions of others
- help everyone to understand about expected behaviour;
- set the boundaries for acceptable behaviour, which if crossed mean there will be consequences.

### **Promoting Good Behaviour**

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Children remember what is expected of them.
- School and classroom rules are consistent, fair, and kept.
- Rules are regularly reviewed with staff and children together.
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform parents/carers of good behaviour or achievement
- When children have worked hard on a task and produced excellent work this is displayed as an example.
- In PSHE and RE lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies, children are encouraged to think about others.
- In all subjects, children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

### **Rewards**

A child's efforts to behave well are part of their overall attitude to school. Recognition of this by adults gives a boost to their self-esteem.

Our aim is to praise children for their efforts without over-reliance on stickers and certificates.

The Holmer Lake team's aim is to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement. Everyone in school aims to positively praise children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so they will naturally feel good about themselves from the praise they receive for achievement in school.

We believe that good behaviour should be consistently rewarded:

### **School Rewards**

- ☑ Praise and encouragement – lots of WELL DONEs from everyone
- ☑ Head Teacher, Leadership team and Class Teacher stickers
- ☑ Winning the SMART cup
- ☑ Star of the Week Assembly nomination
- ☑ Star of the Day nominations
- ☑ Headteacher postcards

### **Behaviour Support Systems**

To ensure that all children are following the SMART code, all staff in school follow these behaviour support systems.

### **Reception and Year 1**

In Reception and Year 1, we will use the sunshine, cloud and thunder cloud system for reinforcing good behaviour. Displayed on the wall in each classroom is a card holder which allows all adults in school to monitor the behaviour of each child. The children are given different themed cards, depending on their behaviour.

At the beginning of each day the children all start with a class sunshine card. If any child shows excellent behaviour or makes excellent progress with their work, their sunshine card will be replaced with a Rainbow card. Parents will be informed by the class teacher when this happens, so that they can share in this achievement.

However, although we understand everyone has bad days at times, there has to be consequences if children do not follow the SMART code. If this happens, the child will initially be given a stop and think card. If they persist following this, then their stop and think card will be replaced with a cloud card. As a result, the child will lose a privilege. This could be 5 minutes time out, missing part of break or lunchtime. Your child's class teacher may also inform you. The consequence will reflect an individual's interest. If poor behaviour continues or for an incident of a more serious nature, the child will then receive a thundercloud card. This will result in the child having time out of the classroom, being referred to the Key Stage 1 Assistant Headteacher and the parents will be made aware via a phone call, home school communication book or in person at the end of the day.

If a child's behaviour does not improve and they are repeatedly receiving thunder cloud

cards, the child will be sent to Mrs Bishton or Mrs Watson and placed on a positive behaviour report card until their behaviour improves.



## Year 2

In Year 2, the children will follow the behaviour system that is used in Key Stage 2 - It's good to be green! This behaviour system follows a similar privilege, warning and consequence model, however using a more grown up approach. Displayed on the wall in each classroom is a 'Good to be Green' banner and card holder which allows all adults in school to monitor the behaviour of each child. The children are given different coloured cards, depending on their behaviour:



Gold - Awarded for excellent behaviour or excellent progress in their work.

Green - The children will all start with a green card at the beginning of each day



Stop and think – An opportunity to think about any low level behaviours which are falling below the level expected for the SMART code.



Yellow card 1 - Warning

Yellow card 2 - Lose of privileges. As in Reception and Year 1, this will be dependent on the child.



Red card - Contact with parents and child to have time out from the classroom.



If inappropriate behaviour is of a more serious nature, the child will immediately be given a Red Card. If a child's behaviour still does not improve and they are repeatedly given a Red Card the child will be sent to the child

will be sent to Mrs Bishton or Mrs Watson and placed on a positive report card until their behaviour improves.

## Key stage 2 - It's good to be green!

In Key stage 2 the behaviour system is as described for Year 2:



**Gold** - Awarded for excellent behaviour or excellent progress in their work.



**Green** - The children will all start with a green card at the beginning of each day



**Blue 'Stop and Think'** – Where a child / group of children have been identified as exhibiting behaviour which is 'low level', a Stop and Think card will be issued to allow the child to reflect upon the behaviour identified and allows them time to turn this around.



**Yellow card 1** - Warning

**Yellow card 2** - Lose of privileges. As in KS1, this will be dependent on the child.

**Red card** - Contact with parents and child to have time out from the classroom.

If inappropriate behaviour is of a more serious nature, e.g. fighting, stealing, swearing, the child will immediately be given a Red Card. If a child's behaviour still does not improve and they are repeatedly given a Red Card the child will be sent to Mrs Bishton or Miss Bayliss and placed on a report card until their behaviour improves. It may also be appropriate to give the child an internal exclusion.

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

### **See Appendix 3 Home School Agreement**

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning;
- violent behaviour or hurting others;
- deliberate offensive language (including racial abuse);
- deliberate rudeness;
- name calling;
- vandalism;

- disregard for school rules and procedure;
- theft;
- bullying;
- sexual harassment;
- drug related behaviour;
- carrying a weapon

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Please see **Peer on Peer abuse policy**

If a child's behaviour falls into any of the above categories, then staff will log their concerns on CPOMS, describing their involvement and what the consequences of the behaviour has been. It may be that a letter is sent home to parents detailing the types of behaviour. If the behaviour continues, then a further letter is sent to parents or a telephone call is made, asking them to make an appointment to see the class teacher, Assistant Headteacher for their phase of school, Head of School or Executive Headteacher. Dependent on the nature of the behaviour, parents may be called into school immediately.

### **Challenging Behaviour**

However, although we understand everyone has bad days at times, there has to be *consequences* if children do not follow the SMART code. Some of the ways we deal with inappropriate behaviour are...

- Behaviour is dealt with immediately (non-confrontational manner).
- The whole Holmer Lake team (teacher, teaching assistants, lunch supervisors, admin and caretaking) are actively involved in praising positives and supporting behaviour improvement.
- First of all the child will be dealt with using the behaviour systems previously mentioned, stop and think, yellow and red cards for KS2 and the rain and thunder cloud for KS1. The child will be given an appropriate consequence for them, e.g. missing part of their break or lunchtime, missing 5 minutes of golden time, etc.
- If poor behaviour continues or more than one red card/thundercloud is received the child may be removed from the classroom to have 'Time Out'. This could be in another classroom, with the Behaviour Champion or the Head of school. This will be dependent on each individual child, as it may not be appropriate for the child to be removed from the classroom. Following this the child might be put on a positive report card system, where their behaviour is recorded for each lesson on a chart.

This is shared with the Assistant Headteachers or Head of School and parents at the end of each day.

- A 'Time Out' system also runs at lunchtime. If the SMART code is not followed on the playground then the lunchtime supervisors will bring the child involved into school to see a member of the Senior Leadership team. Time out in school may then be appropriate.
- After time out to think, there are chances for the children to *apologise* and shake hands, make friends and be positive again. Support groups with Mrs Hall, providing a time to talk and come up with alternative ways of solving problems are sometimes used for children that consistently forget to use the SMART code.
- In extreme cases, poor behaviour may lead to an internal, temporary or permanent *exclusion* - but this is of course only a last resort and will always be avoided where possible. Reflection sheets are produced by the child, so that they can see how their actions may have affected others. Restorative conversations will frame the way forward for the child after the incident has occurred, at a time when it is appropriate for his to happen.

Parents will always be made aware if their child has not behaved appropriately in school. It is extremely important that you support us with the sanctions your child might be given, this can have a huge impact on the child's behaviour in the future.

### **SANCTIONS (AS A HIERARCHY, LEADING TO EXCLUSION)**

Sanctions follow these steps:

- Verbal reminder, with reference to the SMART Code
- Time out (if appropriate)- sent to different classroom to work – Senior member of staff
- Loss of break time / privileges – Break / Lunch play time / Clubs / Monitor jobs / Trips / Visitors
- The class teacher calls or speaks to the child's parents.
- Report to the Assistant Headteachers.
- Involvement of the Inclusion Manager, Learning Support Advisory Teacher or Behaviour Support Team as appropriate
- Report Card
- Internal exclusion with Senior Leadership team or Head of School.
- Exclusion (temporary or permanent). Exclusion may be the first response to extremely challenging behaviour. Note: Governing Body are involved in exclusions.

**See appendix 4** - Modified Timetable Protocol

**See appendix 5**– Fair Access Panel Protoco

### **Disciplinary Sanctions**

We approach challenging behaviour proactively. We assess why children behave the way they do (what are the triggers or antecedents to challenging behaviour), then plan support programmes to avoid such triggers for poor behaviour or introduce the child to techniques to avoid such triggers and respond to their own need to self-regulate their behaviour.

A distinction is drawn between minor incidents and those of a more serious nature. Fighting, stealing, bullying or being constantly disruptive result in a child being removed from class and sent to the Assistant Headteachers or the Head of School. A 'emergency' card system is used to call for assistance in classes.

Such behaviour will be logged on our online school safeguarding system, CPOMS. Parents will be contacted and their support requested if behaviour is a frequent concern. Outside agencies may be involved, with the aim of analysing the behaviour and the reason for it and the implementation of Individual Behaviour Plans if needed to plan support for the child with relevant home / school / agency support.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our hierarchy of sanctions encourages children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others, e.g. with the ultimate goal of bully and victim relating positively towards each other.

### **Break times and Lunchtimes**

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisors to oversee this. The role of staff at lunch time, is to follow the agreed school rules.

The Head of School or Headteacher may, in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor meetings so that parents can make representations. Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.

### **Leaving the classroom or school grounds without permission**

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk. **(Please see appendix 6 for further details)**

### **Assessment and reporting**

- Where a child's behaviour is observed as unacceptable on a daily basis staff will log an incident on CPOMS, the online Safeguarding management reporting software in use in school.
- Sunshine books may also be used to track behaviour on a daily basis, both in school and at home. This book is a vital link between school and home and is used in conjunction

with the child, class teacher, parents, Senior Leadership Team and the Mental Health Champion.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve. All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. There is a Bullying and a Racist incident book kept in the Head of Schools office to record any serious incidents.

### **Homophobic and Transphobic bullying**

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSE curriculum about different types of families and are encouraged to accept all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying school would record the incident in the bullying incident log, record on CPOMS and inform all parents involved.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Head of School and/or Executive Headteacher are lawful. **(see appendix 7)**

### **Searching and confiscation**

The Head of School, Executive Headteacher, and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school discipline. **(see appendix 8)**

### **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. **(see appendix 9 for guidance)** The Head

of School and the Assistant Headteachers have been trained in MAPA (Managing Actual and Potential Aggression) techniques.

### **Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Head of School and/ or the Executive Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Revocation of Parents' Licence to Enter the School**

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate the police may be involved.

### **Outside Agency Support**

- CAMHS
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker
- Early help support practitioners

### **Developing the Partnership**

Positive behaviour is the shared responsibility of children, parents and the teaching team - partnership is vital. Parents are actively involved in both supporting behaviour and being kept aware of their child's behaviour (good and not so good) by Report Cards, Home-School Link Books, Mental Health Champion liaison meetings at school and telephone calls or text messages if needed.

The Head of School and/ or the Executive Headteacher, along with the SENDCO (where appropriate) will work in partnership with other agencies e.g. the police, if and when deemed beneficial. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. On some occasions continuous poor behaviour of pupils may require staff attending the Fair Access Panel to discuss concerns with a panel of Local Authority representatives. This could result in additional support being gained e.g. Outreach worker support.

### **Further reading and guidance**

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

[http://www.ico.gov.uk/for\\_organisations/data\\_protection.aspx](http://www.ico.gov.uk/for_organisations/data_protection.aspx)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

<b>Policy- Document Status</b>			
<b>Date of Policy Creation</b>	<b>July 2019</b>	<b>Named Responsibility</b>	<b>Michelle Bishton / Rachel Cook</b>
<b>Date of review completion</b>	<b>September 2019</b>	<b>Named Responsibility</b>	<b>Michelle Bishton / Rachel Cook &amp; Governors (FGB)</b>
<b>Inception of new Policy</b>	<b>September 2019</b>	<b>Named Responsibility</b>	<b>Michelle Bishton / Rachel Cook</b>
<b>Date of Policy Adoption by Governing Body</b>		<b>March 2017 Full Governing Body</b>	

**Next Review:**

Involving parent governors, children and the Holmer Lake Teaching Team, Spring term 2020

R Cook  
Executive Headteacher

M Bishton  
Head of School

**Should you wish to view or receive a copy of the appendices then please contact the school.**