

Behaviour Policy



2017/18

Aims of Handsworth Primary School

“A School with Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centered approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

The Positive Management of Behaviour

Rationale

We are confident about our management of pupil behaviour within the school. We have a shared vision of empowering the whole school community based on respect.

We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy document aims to outline our procedures, all of which work together to create a calm and purposeful learning environment.

Principles

In order to achieve our objectives:

- We work in partnership with parents to develop a mutual understanding through the School rules so that:
 - The management of behaviour is a dual responsibility where mutual support is offered.
 - Value is placed on promoting and celebrating achievements and positive behaviour.
 - Parents are aware of our expectations.
 - Parents are aware of any behavioural difficulties before they become a major problem.
 - We reward positive behaviour.
 - We involve children in establishing and discussing rules.
 - We always try to achieve a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to and feel confident in talking about behavioural issues.
- We make our expectations explicit to the children.

- We provide a safe environment which affords opportunities to foster positive behaviour from the outset.
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We recognise the limits of our expertise and welcome the support of outside agencies.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

Parental Involvement

The relationships established with parents ensure that staff are able to discuss children's behaviour, both appropriate and inappropriate, on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day and through parent consultations and meetings. One to one meetings can also be arranged if the need arises.

Strategies for Positive Behaviour

The staff have worked together to make explicit the strategies in place at Handsworth Primary School, to ensure the positive and appropriate behaviour of our children, at all times

Appropriate Behaviour in the Classroom is encouraged by:

Ensuring that consistent routines are in place for:

- Entering and leaving the classroom.
- Tidying up
- Organisation and storage of resources
- Early Morning Maths/Guided Reading, Quiet Reading times

Holding weekly Circle Times

Making expectations explicit

Setting clear boundaries

Praising appropriate behaviour

Showing respect to children and encouraging them to respect each other and themselves

Being fair and consistent

Using an appropriate voice at an appropriate time

Creating a positive atmosphere in which all adults and children are valued and respected

Having a clear system for rewarding appropriate behaviour

Attempting to focus on positive behaviour

Displaying school/class/ consequences of inappropriate behaviour in the classroom

Making expectations explicit through displays, books, assemblies and half termly /ongoing reviews.

Roles and Responsibilities: Class teachers or non-class based teaching staff and non-teaching staff

Appropriate Behaviour in the Playground is encouraged by:

Having clear and consistent routines for:

- Entering and leaving the playground
- Leaving the classroom and clearing away equipment

Regularly reminding children of the established rules and routines.

Ensuring that all children have equal opportunities to use the equipment

Ensuring that all children have equal opportunities to use the different playground areas and attend clubs.

Adults on duty becoming involved and initiating playground activities

Acting as a fair arbiter.

Playground leaders and playground pals used to encourage inclusion of all children

Staff on playground duty have clearly defined roles and responsibilities.

Appropriate behaviour at lunch time.

All adults manage lunchtime in a consistent way and are valued

Ensure safety of children is paramount

Manage seating arrangements as appropriate

Having clear and consistent routines

Modelling good table manners

Providing playground equipment that helps stimulate and promote positive play.

Positive play therapy sessions for children who have requested or been identified as benefiting from these sessions.

Roles and responsibilities: Midday staff, teaching and non-teaching staff involved in playtime duty and lunchtimes.

Appropriate Behaviour Around the School

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour.

The atmosphere around the school is kept happy and purposeful with an emphasis on high-quality displays and furnishings.

Where appropriate children are sent in pairs to ensure safety and desirable behaviour.

School Routines

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within particular boundaries which impact on positive behaviour.

Classroom behaviour

- Children should not be in class without a member of staff
- Each class has School Rules on display
- Each class has their own classroom rules on display – to identify classroom behaviour (established and agreed by the children and the class teacher and shared with parents termly).
- Weekly circle time sessions are used to review, revisit and implement the principles in the schools' behaviour policy; focuses identified in termly/weekly planning. Also weekly class assemblies provide opportunities to discuss and promote positive behaviours.
- Classroom rules are revisited at the beginning of each ½ term and when appropriate.

Job lists; to include register, wet play/reception monitors.

Choosing Reward Time; "Golden Time".

Choice of structured activities in classes, playground/ICT/Library area.

Visit to senior/head teacher

- Parents informed of good behaviour via the child's diary/certificates/stickers/reports.

Whole School Behaviour Policy: Stay On Green

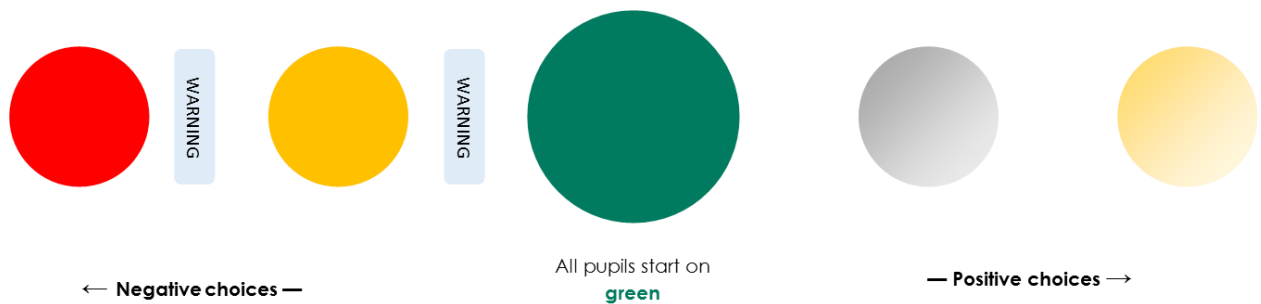
Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within their **daily teaching** in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- The least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



- All pupils start on the **green** position (Or its equivalent).
- If pupils make positive individual choices about their behaviour, they move up to the appropriate coloured position (bronze, silver, gold)
- If pupils make negative individual choices, they move down to the appropriate coloured card (amber, red)

Rewards

The following colours are positive reinforcement

Green Praise and green point to contribute towards the weekly whole

class reward

Silver Smile on the Smiley Face Chart (Optional)

Gold The child's name is recorded in the Gold Behaviour Book and read out in assembly.
Their name is written on a golden leaf for the school Golden Leaf Tree

Whole Class

The class will work together towards a whole class reward through collecting green points. These points will be rewarded if the pupil is still on green at the end of each day (Key Stage 2) or half day (Key Stage 1). Extra points can be given for children who achieve silver and gold.

Points can also be collected from staff outside the classroom e.g. in assembly, in the playground, during small group work time. If the class reaches the whole class total each half term they will have a reward. Green rewards may include; special activities, additional playtime, classroom games.

Whole School Recognition

Examples include:

- Child's name written on a leaf and place on the Golden leaf tree.
- Weekly 'Star of the Week' certificates (academic achievement)

Consequences

- Staff use least intrusive skills to redirect behaviour
- If they decide to move a child's name to yellow or red card they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- Class teachers to decide how many warnings to provide to children (making sure to consider special educational needs), but at least one warning is **always** provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their name back to the green circle and beyond.

Amber:

Warning

This provided the opportunity for a pupil to start making the right choices so they can move back to green.

Staff look for opportunities to move pupils back to the green.

Red:

Reflection Time in the classroom for up to 10 minutes.

Pupils will move to the reflection area and use a timer.

On successful completion of the Reflection Time the pupil moves back to the amber card.

Recorded on class tracking sheet.

Staff are looking for opportunities to move pupils back to the green.

Recorded in Pupil Incident Book. Consequence given. (5 minutes off Golden Time/ break)

Further consequences

Repeated or **serious** 'red' behaviours will require further out-of-class consequences.

Whilst the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences

1. Reflection Time in partner class with reflection sheet

Recorded in Pupil Incident Book.

A Reflection Form is used and once completed this is kept in class

When pupils return from an out-of-class consequence they remain on red.

The teacher will look to move the pupil towards green as soon as possible.

2. Senior Leadership team involvement.

Recorded in Pupil Incident Book

Pupils will be referred to the Senior Leadership Team with the completed reflection sheet.

Pupil behaviour will be discussed the pupil with a view to one of three outcomes.

Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and reports back to a member of SLT at the end of the day. Pupil returns to class to aim to get back on green.

Parents/carers informed by class teacher - Phone call or letter home

Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green.

Parent/carer meeting

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan.

Early Years

It is suggested that this system is adapted for Early Years and builds upon good practice in this area. If a visual chart is already used it could be adapted to include the colours from the Stay on Green system. However, it is unlikely that the complete system will be used.

It is important the focus is on positive feedback and redirection of pupil behaviour. The language of 'green' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

A suggested approach for nursery pupils is to use green, silver and gold. For reception pupils a colour can be added to represent a low level consequence.

Vulnerable Pupils

The tracking sheets will be collated to provide the SLT with an overview of pupil responses. This will enable targeted support for vulnerable pupils,

This system can be adapted for vulnerable pupils as part of an Individual Behaviour Plan.

Stay on Green at Playtime

This system can be used in the playground

Rewards

Green Stickers given to pupils showing green behaviour that adds a point to the whole class total.

Consequences

Amber Warning

Red Reflection Time (up to 5 minutes in a designated space)
For serious red behaviours children taken to SLT. Further consequences in line with existing school system.

Stay on Green at Handsworth Primary

Gold given for exceptional behaviour or acknowledging consistent green behaviour. Pupils earn a Gold Leaf for the behaviour tree, names to be recorded in the Gold Book and read out in assembly. Once gold is achieved it cannot be taken away.



Silver card to be given for acknowledging consistent green behaviours. Pupils earn a smiley face for chart and Quick Note to take home.



All pupils to start each day on green. If pupils stay on green until the end of the day they earn a green point that is put towards the whole class green total.

If the whole class total is reached at the end of the week pupils have 30 minutes of 'green time'. Pupils can earn additional green points for green behaviour around the school and in the playground that can be added to the whole class total.



WARNING

Teachers use a range of strategies to engage pupil in learning or desired behaviour before moving a child to amber. E.g. praise desired behaviour, a look, request for desired behaviour, rule reminder.



WARNING

Adults consider: What can I do to help the pupil back to green behaviour.



Continued red behaviour

- Reflection time out of class
- SMT involvement



Exclusion/Expulsion

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Handsworth Primary we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self esteem and confidence. Exclusions both temporary (fixed term) or permanent, are seen as a last resort. However, if a behaviour or behaviours cause serious disruption, raise issues of safety and well being to others, then the head teacher will follow the exclusion procedures as set out in the Waltham Forest Local Authority Guidelines.

Date of next review: July 2019



Our School Golden Rules

- We are kind, polite, helpful and aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard, and learn from our mistakes.
- We treat other people the way we would like to be treated.
- We always tell the truth.