

Hardwick Green Primary Academy

Behaviour Policy



08 November 2018

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Aims and expectations

It is our primary aim that every member of the school community feels valued and respected and is treated fairly.

We are a caring community whose values are built on mutual trust and respect for all.

We aim to encourage good manners, honesty respect and tolerance for others. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote the establishment of an environment where everyone feels happy, safe and secure, make a positive contribution and become responsible, independent members of the school and wider community.

The school has a number of rules that we expect everyone to follow but the primary aim of the behaviour policy is not a system to enforce rules but to reward good behaviour which we believe will develop an ethos of kindness and co-operation.

This policy is designed to promote appropriate behaviour and positive relationships so that everyone can work together in an effective and considerate way.

We treat all children fairly and are consistent in our approach. We expect the highest standards from all the children and all of the people who work in our school.

Parents and school staff all make a contribution and success comes when there is respect, trust and honesty between all parties and the acknowledgement and importance of each other's roles within school.

It is our aim to maintain close working relationships with parents/carers ensuring that good communication and understanding benefit the children in their life at school.

Rights and Responsibilities

Everyone at Hardwick Green Academy has the right to:

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve Economic Well Being

The role of adults within school

It is the responsibility of all adults within school to treat each other with respect and to model good behaviour.

All school staff will use the behaviour policy consistently and be responsible for reporting any behaviour incidents to the appropriate person, recording the incident on CPOMs.

Teachers and teaching assistants will be responsible for implementing the policy within their classrooms and all school staff takes responsibility for the implementation of the behaviour policy and managing pupil's behaviour within school

Consistent inappropriate behaviour may need additional intervention, the class teacher will seek help and advice from the SENCO, and /or member of the Senior Leadership Team.

The SENCO will work with the classroom teacher to provide strategies to help the child improve their behaviour and will liaise with external agencies and parents where necessary.

The Principal will be responsible, under the School Standards and Framework Act 1998, for ensuring that the behaviour policy is used consistently throughout school.

The Principal or, in the Principal's absence, a member of the Senior Leadership Team will be responsible for issuing fixed term and permanent exclusions to children for serious acts of anti-social behaviour. The Principal is also responsible for reporting issues relating to this policy to the Local Governing Body and the Enquire Learning Trust.

The Local Governing body has the responsibility to support the Principal
In implementing and reviewing the effectiveness of the Behaviour Policy.

Lunchtime Supervision

Lunchtime Supervisors are employed in school to supervise the lunch time period they receive regular training and discussions with the SENCo, who is responsible for their line management.

Lunchtime supervisors are expected to consistently apply the school's behaviour policy.

Members of the school's Senior Leadership support lunchtimes.

The Role of the Parent

Parents also play a huge role in the successful implementation of the school's behaviour policy.

The policy is fully explained to parents on admission and appears in the school prospectus, regular updates are sent out via the newsletter.

We expect parents to behave appropriately and model good behaviour in school. We also expect parents to support their Child's learning and to cooperate with the school. We work hard to build a supportive dialogue between home and school and have an open door policy for parents to discuss any issues they are experiencing with their child/ren both at home and at school.

The Role of the Pupil

Learners should demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strengths, or characteristics, their gender, race or age.

Children are encouraged to set a good example to others encouraging good behaviour in other learners. They learn to resolve conflicts by peaceful means without resorting to physical or verbal abuse.

Learners are encouraged to show good manners and respect for all people in school and consideration for others when moving around school.

Learners need to show respect for other people's work and property.

Learners are encouraged to work productively without time wasting and acknowledge through their behaviour the right of each individual to do the same.

Rewards

At Hardwick Green Academy we encourage and reward good behaviour in the following ways:

Encouraging good behaviour

- We have high expectations of behaviour around school.
- We have school rules displayed around school.
- We use positive descriptive praise readily.
- We role model behaviour and ways we would like to be treated by others.
- We develop the children's moral, spiritual education through assemblies and the RE/PHSCE curriculum.
- We create a calm, positive atmosphere throughout school, with well-displayed classrooms and communal areas.
- We deliver quality first teaching, which is well planned and interesting, providing the children with challenging but achievable tasks.
- We promote responsibility in year 6 by providing opportunities for them to train as play leaders and take on extra duties such as milk and fruit monitors.

Rewarding Good Behaviour

We encourage all members of staff to use positive descriptive praise throughout school. We reward Good behaviour by using;

Dojo Points

Bronze, silver, gold Individual Target cards

Attendance rewards

Stickers

Classroom rewards.

Weekly Learning Hero certificates in whole school assembly.

Pupil's achievements are recognised by other members of staff.

Notes home to parents

Proud of MySelfie Blog posts

Telephone call to parents

Talking to parents and encouraging them to praise their children.

See Appendix 1

Consequences

The school employs a number of consequences to enforce the school rules and to ensure a safe, positive learning environment.

At the beginning of each academic year the teacher discusses the school rules with their children. These rules are displayed in each class to remind children of their behaviour expected of them in school.

See appendix 2

We use a traffic light system in school to manage behaviour.

Each child starts the day on green, if inappropriate behaviour is used a warning is issued. If the behaviour persists the child is moved to Amber the process is repeated for Red, therefore a child is given a number of chances to improve their behaviour before they are moved up.

Action	Prompt
Whole class reminder of rules/expectations	Beginning of the day or even every lesson if class unsettled
On Green	
First Verbal Reminder	Xxxx just a reminder about our class rules, if you continue to xxx I will move you on the traffic light.
Moved to Black before Amber	Xxxx I'm going to move you on the traffic light because xxxx Consider at In class intervention e.g. quiet word, seat move, 5 minute timeout etc.
Second verbal reminder	Xxx I don't want to have to move you to Amber but you are making poor choices, XXX remember our class rules are.... And you are ignoring them.
Moved to Amber	Xxxx I'm not going to move you on the traffic light because xxxx Consider an In class intervention as before Member of SLT to speak to the child and determine if they can remain in the classroom or need to be removed until

	<p>the end of that lesson.</p> <p>If removed the aim would be to return the child to the beginning of the next lesson if deemed appropriate.</p>
Third Verbal reminder	You are now only two steps away from being on red, make the right choices thank you, our class rules are....
Moved to Black before Red	Xxxx I'm going to move you on the traffic light because xxxx
Moved to Red	<p>Member of SLT to speak to the child and determine if they can remain in the classroom or need to be removed.</p> <p>If on Red a child may be kept out until the end of the day. Parents informed and may be asked to speak to classroom teacher/Phase leader the next morning.</p> <p>Consequence - missed break or lunchtime the following day.</p> <p>Must be added to CPOMs using Behaviour and Red Tag</p>
3 x Red in one week	Parents to be invited to discuss with Phase leader and classroom teacher. SENCo may be involved to support the development of IBP.
Persistent disruptive behaviour continues	<p>The school may employ after school detentions to complete missed learning and/or a period of internal exclusion.</p> <p>At this stage additional support will be sought from external agencies and IBP developed.</p>
Children with specific identified SEMH needs	<p>These children will have specific IBP developed by the SENCo in collaboration with the classroom teacher, parents and child.</p> <p>The IBP will be personalised and include bespoke targets and reward</p>

Trips and visits

Where a child is unable to attend such trips/visits, as a consequence of their behaviour, alternative educational activities will be planned in school. Children are still expected to attend school and parents have a legal responsibility to make sure they do as set out under our attendance policy and in line with Government requirements.

Break times

Inappropriate behaviour at break times will be dealt with by the person on duty and appropriate consequences given depending on the nature of the incident, this could also mean having to miss a playtime, exclusion from certain activities or having to complete work for the duration of the break.

All children who remain on green will be given extra dojo points at the end of each day.

Any concerns around an adults conduct or manner towards a pupil or another member of staff will be reported to the SLT immediately.

See Appendix 3

Anti bullying and Cyber bullying

See separate policy

Outside agencies

Where necessary outside agencies such as Behaviour Support Services and Educational Psychologists will be involved in the management of a child's behaviour.

Parents are invited into school to discuss their child's behaviour with these agencies.

Parenting Contracts may be issued at this time.

Fixed Term and Permanent Exclusions

On occasional cases the Principal may feel that they have to exclude a child, however such decisions are not taken lightly and will be determined on an individual basis.

A child may be excluded from school for one or more fixed periods, for up to 45 days in one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Principal excludes a child s/he will inform parents immediately giving a clear reason. The head teacher will then inform the Local Education authority, the Enquire Learning trust and the Local Governing Body of the decision. Parents may appeal the decision if they disagree with the head teacher's decision. The appeal will be heard by the governing body that will make a decision as to whether or not to reinstate the pupil.

Monitoring and Reviewing

The Principal is responsible for reviewing the effectiveness of this policy on a regular basis.

The Principal reports to the Governing Body on its effectiveness and if necessary makes recommendations for further improvements

Appendix 1

Praise and Rewards

**Other ways
we praise...**

#proudofmyselfie
Stickers
Text Home
Letter Home
Praise Postcard
Learning Hero
Special Events/Trips
Dip in the Prize Box
Special Prizes



**2000 Dojo Points =
Platinum Award**



**1000 Dojo Points =
Gold Award**



**500 Dojo Points =
Silver Award**



**250 Dojo Points =
Bronze Award**



**It is great to be green!
On green all day =
5 Dojo Points!**

**So awesome it needs sharing =
5 Dojo Points from another adult!**

**Earn Dojo Points for Brilliant
Learning and Behaviour!**



Hardwick Green



Our Golden Rules

I will always
move around school quietly and properly

I will always
try my best

I will always listen when someone
else is talking

I will always
respect people and property

I will always
keep myself and others safe

I will always
be kind and thoughtful

I will always
have a positive attitude towards learning



Hardwick Green



Consequence Process

Permanent exclusion

Fixed Term exclusion

Persistent disruptive behaviour - after school detentions and a period of internal exclusion may be used.

3 x Red in 1 week
Class teacher to contact parents/carers and behaviour discussed
EHA /IBP offered discussed where appropriate

All red incidents to be recorded on CPOMs with behaviour and red tag

Move to red

Move to black before red

Third verbal reminder

Moved to amber

Second verbal reminder given

Moved to black before amber

First verbal reminder given

Whole Class start the day on green!



Hardwick Green

