



# **HEMPSHILL HALL PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

**December 2017**

# Hempshill Hall Primary School Behaviour Policy

Our aim is for all our children to achieve the highest standards of attainment and behaviour, whilst demonstrating a total commitment to the practice and principles of equal opportunities. Children and adults at Hempshill Hall Primary School have equal access to every aspect of school life regardless of race, gender, sexual orientation, religion, ability or special need. Every child is valued and discrimination is challenged.

- We have high expectations for behaviour and believe children can achieve this. We want them to feel valued and that they are treated fairly and consistently.
- We provide challenging educational experiences to ensure that all children make the best progress they can. Those who are highly motivated and engaged are less likely to have behaviour problems. Work is differentiated, ensuring it is at the right level and children are supported where necessary.
- We are an inclusive school which provides a welcoming atmosphere for children and adults, where everyone can experience and make positive relationships.
- We aim to develop the whole child by creating a safe, happy and stimulating environment, reflecting the diversity of the school and its community.
- We work to foster self-esteem and confidence in all our children.
- The emphasis in this school is to teach children self-discipline with respect for each other and individual rights.
- Children learn best when they know what is expected of them.

The aim of this Policy is to ensure that everyone involved with our school, children, staff, outside agencies and the extended community are aware both of the expectations we have of behaviour and the structures in place to reward good behaviour, as well as dealing with unacceptable behaviour. This provides continuity and consistency throughout the school.

The school Ethos is the basis of our Whole School Promise which constitutes an acronym for our school's name (HHPS). This Promise is displayed in every classroom to remind every child about what we expect from them.

**In our school we promise ...**

Hardworking

Helpful

Push ourselves

Show understanding

## School Awareness

Our Promise and our reward system are present in every classroom. The policy will be explained to the children in assembly every September and referred to regularly. Children take part in activities linked to our promise.

We encourage good behaviour in school in many ways, including -

- Role modelling by pupils and adults
- Praising good behaviour verbally

- Stickers and super stamps
- Behaviour Ladder - a child is able to move up a colour coded ladder towards a star for good behaviour
- Sharing positive news with parents (or communicating via the comment book)
- Developing good relationships with children and parents
- Individual class rules/codes of conduct
- Taught sessions such as philosophy, assemblies and PSHE
- Listening to problems e.g. "Open Door" provision at play times offered by specialist staff
- Empowering pupils to deal with a range of situations
- Knowing the children and de-escalating events before they occur
- Giving special responsibilities for particular children

### Whole School Reward System

Children earn bronze, silver and gold pin badges to wear on their jumpers. F2, YR 1 and YR 2 have a coloured stamp book and when they gain 6 stamps they will move on to a new colour book. KS2 have a star chart system which will work on the same principle. Stamps can be earned in many different ways, for example being polite, being kind, holding a door open, being helpful, trying hard, and producing excellent work, listening and sitting well, being a good team member, trying something new, lovely table manners and much more. Stamps can be given by any adult in school. Badges are awarded as soon as they are earned. A certificate is also presented by the head teacher in the next whole school assembly. The children wear their badges with pride and enjoy the recognition that they bring.

The philosophy behind our reward system is that individual children can be rewarded for their contribution to making our school a happier place to be.

Children wearing pin badges are positive role models. If a child receives a behaviour log (blue slip) the awarding of a badge will be deferred until there are six weeks clear of incidents.

In addition to individual rewards, children can work collectively towards a whole class reward. This leads to a class treat. Class rewards could include golden time, extra playtime, picnic, sports afternoon, DVD, art. The children vote to choose the treat.

### Our Peer Support Scheme

At this school we have a group of KS2 pupils who are elected by their peers and then trained as 'Playground Buddies'. The basis for our scheme is that we believe that most young people have a natural willingness to act in a co-operative and friendly way towards one another. Our 'Playground Buddies' help and support their peers with problems, issues and conflicts in the school playgrounds. They wear yellow bibs to make themselves visible and are based in specific areas in the two playgrounds. Four buddies are on duty each playtime. Typically they might help to organise games, support and befriend vulnerable or isolated children, or they might offer advice and a listening ear to anyone who wishes it. The 'Playground Buddies' are trained to do this in a calm and positive way.

### Details of systems in place to manage inappropriate behaviour

- Verbal warning.
- Name moved down the Behaviour Ladder/ sad face or thumbs down side of the board - children are given the chance to redeem themselves during the lesson
- Time out in the classroom - 10 minutes.
- Time out in another class or outside the classroom- 10 minutes
- Miss part or all of play time in the conservatory
- Parent informed verbally or via the Comment book - parent's signature required

- Significant and/or persistent breaches of the school rules will lead to a 'Behaviour Slip' being completed and the incident being logged on SIMs our school computer system. A pupil who receives three blue slips in any half term will trigger the first warning letter:
- First warning letter (yellow) sent home and teacher sees parent
- Child sent to Assistant Head or Senior Teacher and second warning letter (orange) sent home. Class Teacher and Assistant Head or Senior Teacher request to see parent and child and behaviour target set.
- Child sent to Head Teacher and third warning letter (red) sent home. Head Teacher requests parent interview to discuss a behaviour plan to be implemented both at home and at school.

*See below on the 'Inappropriate behaviour and levels sheet' for an outline of our graduated approach to dealing with inappropriate behaviour. This gives examples of behaviours and possible sanctions but cannot be an exhaustive list.*

### **Breakfast Club**

If a child misbehaves at Breakfast Club they are given a warning letter to take home, followed by a second if necessary. The third warning letter means the child is no longer eligible for breakfast club until further notice. The class teacher will be informed.

### **Lunchtime**

An indoor lunch club is provided for all children. Some children are directed to attend this if they are misbehaving on the playground. Parents will be informed if behaviour continues to cause concern. If this is not resolved a pupil will be asked to go home for lunch.

### **Support Structures for pupils causing concern:**

The following structures are in place to support pupils whose behaviour is causing concern. Referral to any one of these structures will be made following full and open consultation with parents/carers, Senco and/or a member of the Senior Leadership Team.

- Peer mentoring inside the classroom or at playtime to offer positive role modelling.
- Placement on the SEN Register and appropriate interventions and targets put in place
- Behaviour Support Plan may be written to identify the triggers and to suggest ways of supporting the child with strategies aimed at encouraging more positive choices.
- Circle of Friends/Circle time/small group SEAL sessions
- Working with the Emotional Literacy Support Assistant (ELSA) in small group or 1:1 sessions to develop resilience through the direct teaching of skills to develop eg. emotional regulation, emotion coaching, conflict resolution
- Involvement of the Behaviour Support Team specialist teacher (observations, pupil voice, 1:1 mentor)

<b>Inappropriate behaviour and levels sheet</b>	
<b>Examples of pupil behaviour difficulties</b>	<b>Possible Strategies and Sanctions</b>
<b>Level 1</b>	
Wandering about the classroom	Verbal warning Name on board/move down behaviour ladder (children given chance to redeem themselves)
Calling out	
Chewing in class	
Interrupting teacher when speaking in class	
Interrupting other pupils	
Ignoring instructions	
Talking with other pupils	
Making silly/inappropriate noises	
Pushing in line	
<b>Level 2</b>	
Annoying other pupils	Time out in own class Time out in another class Loss of part of/all of break/lunchtime Comment in comment book to be signed by parents
Ignoring teacher's request to get on with work	
Deliberately creating a disturbance	
General refusal to do anything	
Cheeky offhand comments/remarks	
<b>Level 3</b>	
Ongoing repetition of behaviour at Level 1 & 2	First warning letter (yellow) to be sent home to invite parents to come into class to discuss behaviour issues. Teacher to ring home if necessary.
Throwing objects with intention of causing harm	
Harmful/offensive name calling	
Bullying	
Leaving classroom without permission	
Repeated refusal to do tasks set	
Continuous/serious cheek/challenge/verbal abuse to all children and adults	Child sent to Assistant Head or Senior Teacher to discuss inappropriate behaviour and second warning letter (orange) to be sent home to request interview with class teacher and Assistant Head to set positive behaviour targets.
<b>Level 4</b>	

Persistent disruptive behaviour at level 1,2 or 3	Referral to Head Teacher Third warning letter (red) sent home. Parents presence insisted upon to discuss behaviour plan to be implemented both at home and at school. Work in isolation Staff legally trained to administer positive handling may remove a child to isolation. Involvement of outside agencies Exclusion Warning Fixed Term Exclusion
Verbal abuse/threatening behaviour against pupil	
Repeatedly leaving classroom/school	
Fighting and intentional harm to other pupils	
Throwing large/dangerous objects to cause harm	
Serious challenge to authority	
Deliberate vandalism	
Theft	
Racist abuse	
Sexual misconduct	
Persistent bullying	
<b>Level 5</b>	
Causing extreme danger for other pupils	Fixed Term Exclusion Permanent Exclusion
Extreme violence or threatening behaviour to pupil or adult	