



New Hartley First School

Behaviour Policy

'Happy children aiming high!'

Status: Statutory

Next Review: **Autumn 2023**

Purpose

Good behaviour is necessary for effective teaching and learning to take place and is also an important outcome of education which society rightly expects.

At New Hartley First School we strive to develop important character traits through our implementation of high standards of relational practice and consistency of approach.

Staff and pupils live their daily lives in wider society and are influenced by its standards and values. With the teaching of character education and the links we make to our school core values we are enabling the children to foster strong and healthy relationships with their peers, parents, school staff and wider community.

At New Hartley First School we pride ourselves on always seeking to work in partnership with parents both formally and informally to ensure this policy is current and relevant. This helps to ensure that the school is a positive, safe and secure environment in which children can learn both academically and socially.

Expectations

- Staff should take note of all relevant policies.
- The primary responsibility of staff is to deal with problems of behaviour themselves, whether it be in the classroom or elsewhere
- There should be a consistent application of standards by all staff for all pupils.
- Staff should set, by example, high standards of respect, determination, empathy, honesty and a positive attitude in the hope that all these character virtues will flourish more readily amongst the pupils.
- The involvement and co-operation of parents should be actively sought if the seriousness of the incidents make it necessary. The Head Teacher must be made aware of these communications.
- Staff must not accept inappropriate behaviour.
- The refusal of a child to carry out a reasonable request from a member of staff should not be tolerated. An escalated approach to individual cases is applied relevant to the child/ren's need. This would usually run as CT to Head/SLT.

Character virtues

As a link to all expected behaviours in school and as the basis to our school culture and ethos we have key character virtues. These are linked directly to our house point system – Hartley House Heroes. Through the use of pupil voice we assigned names and characters to the 5 key virtues. These are as follows:

- Rosie the respectful rabbit
- Hugo the honest hedgehog

- Dotty the determined dragonfly
- Polly the positive puffin
- Eddie the empathetic elephant

These virtues are embedded and demonstrated through and outside the curriculum including a dedicated behaviour display in each classroom.

Rewards

The balance between rewards and consequences, in both policy and practice, is important to the school's approach to maintaining high standards of behaviour. Children achieve more, and show increased motivation to behave appropriately when their potential is commended. It is essential to focus on positive outcomes.

Praise can be delivered in formal and informal ways, it can be awarded to individuals or groups, it can be earned for the steady maintenance of good standards as well as particularly notable achievements. This is reflected in our School Vision – 'As a school we create an environment where children feel safe and exhibit good behaviour, which supports good learning and leads to positive relationships between children and between adults and children.'

Reward Systems used across school

- Stickers, messages on the school app or notes home are all used to commend good behaviour and help to develop intrinsic motivation all children, as these are used with no definitive expectation
- House points on School360 (can be assigned to each character virtue) – no more than 5 to be rewarded for any one thing and house points **must never** be taken away
- Character virtue ticket (one specific virtue a day) and 5 house points followed by a letter to take home and share with parents is given to one child at the end of each day
- Ticket jar displayed in each classroom and one ticket drawn at the end of the week before 2:15pm
- Winners of ticket draw – collected at 2:15 by a TA and come to play games, chat and have juice and a biscuit with Head Teacher. These children are then taken to Celebration Assembly by HT and stand at the front to begin the assembly by reinforcing our key character virtues.
- Celebration Assembly includes recognition/reward for Top House, Top Class, and Pupil of the Week. The Pupil of the Week is the child/ren who have gained the most house points for that week and is awarded a book of their choice.
- VIP Days are half termly for the house with the most house points. Children in that house can come to school in non-uniform etc.

Consequences

It must be emphasised that it is the primary responsibility of staff to deal with behaviour themselves and apply consequences that they set, control and administer, within the guidelines laid down by the school.

Staff should consistently be modelling their expectations and utilise the following:

- Active ignoring with praise of expected behaviours
- Use of non-verbal cues – gentle hand on child, take item away, eye contact etc.
- Use of visual cues displayed in the classroom
- Warning to give the opportunity to change behaviours
- Possibly change seating position and reiterate expectations, emphasise the right time and place

- Quiet word with an individual or group - pupils need to understand what they have done, what they can do to correct this and how this may have impacted others
- Ensure time to reflect on their actions
- If necessary to apply further consequences then ensure that the consequence is a natural consequence linked to their actions. For example missing **part** of a break to finish work if they have been 'talking or messing about' in a lesson etc.
- Never physically 'handle' a child unless it is to safeguard the child or to ensure the safety of others. Any teacher who is involved in a 'physical' confrontation with a pupil must report it to the Head Teacher immediately.
- Children must not be sent out of the classroom unless with another member of staff.

Consequences for more serious incidents are the responsibility of the Head Teacher, Deputy or SLT and may result in any of the following:

- Informing parents
- sending for parents
- monitoring of behaviour via liaison with parents
- referral for outside agency advice/support
- fixed term exclusion
- permanent exclusion

In the event of an emergency which requires immediate action:

- stop the lesson
- send 2 children to the Head Teacher, Deputy or a member of SLT indicating that help is required
- wait until the senior colleague/s arrive
- prioritise the safety of all children present

Children with additional needs

At times, some of our children may need additional support in engaging in appropriate behaviours in school. At certain points in a day some children may struggle with the demands of school life. In order to promote positive behaviour each classroom has a dedicated area for reflection time including resources to help support and develop self-regulation skills. This enables the children to regain access to their learning through supporting them with their emotional needs.

Sometimes a Behaviour Plan, will be written up and distributed to everyone coming into regular contact with the pupil at school so that maximum consistency can be achieved. Where at all possible, parents/carers will be kept informed and may be closely involved at every stage of planning and implementation. All **Behaviour Plans** are regularly monitored and revised accordingly. Occasionally, outside professionals (e.g. educational psychologist) may be called upon to give advice.

CPOMS/Behaviour Log

It is important that individual members of staff deal with any matters of indiscipline personally, in the first instance. Children must see that every member of staff is capable of dealing with, at least, the day to day moments of misbehaviour.

When behaviour is of greater concern or there are any issues regarding changed behaviour etc. staff should record this on CPOMS, assigning it to the class teacher, the Head Teacher, Deputy and senior leaders will automatically be alerted too. All action then taken is recorded alongside the incident. CPOMS provides evidence of the number of incidents and their nature logged against each child. This is reported to governors on a termly basis. The categories for logging incidents are as follows:

- Physical
- Verbal
- Non-verbal
- Friendships/Relationships
- Gender Linked
- Sexual
- Racist
- Homophobic

Where a relatively serious incident has occurred or there has been a culmination of incidents the co-operation of parents is crucial. The best practice sees that parents are notified as soon as possible that they are made aware of the relative seriousness of the offence and that they have an early opportunity to discuss the incident and possible courses of action.

For example:

- 1: Meeting with parents and set up of a home/school behaviour diary to keep parents informed and give parents the opportunity to detail behaviours at home that may also be of concern.
- 2: Behaviour chart relevant to the needs of the child and to be shared with parents
- 3: **Behaviour plan** put in place with specific targets and distributed to all staff and parents.

Roles and Responsibilities of all stakeholders including parents and pupils

It is the responsibility of all stakeholders to promote the school vision and ethos.

The **Head Teacher** will be responsible for ensuring that this policy is implemented and be proactive in enabling all staff to adhere to the policy

The **Head Teacher and all Staff** will apply the principles identified above when implementing the whole-school approaches to positive behaviour.

Arrangements for monitoring and evaluation

The governing body will receive termly reports including behaviour data and will monitor the impact of this policy.

This policy should be read in conjunction with our Anti-Bullying Policy, SEND Policy and Child Protection and Safeguarding Policy.