



HIGHCLIFFE, RIVERSIDE & HALLAM FIELDS PRIMARY SCHOOLS

BEHAVIOUR POLICY

Aims and objectives

1. It is a main aim of the Birstall Primary Schools (Highcliffe, Riverside and Hallam Fields Primary School) that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore 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 an environment in which everyone feels happy, safe and secure.
2. The Birstall Primary Schools have a number of rules (our 'Code of Conduct'), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
3. The Birstall Primary Schools expect every member of the school community to behave in a considerate way towards others.
4. We treat all children fairly and apply this behaviour policy in a consistent way.
5. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Code of Conduct

The children and adults at our primary schools have worked hard to create a set of rules, a 'Code of Conduct' for our school. These are the important rules that have been created:

Our Code of Conduct

- Always speak politely to others
- Keep hands, feet, objects and unkind comments to yourself
- Move around the school quietly and sensibly
- Respect the belongings of others
- Listen carefully to what others have to say
- Let other people work without interruption
- Always do your best

The rules are of equal importance; we would like everyone to follow them in the community as well as in our schools. The Code of Conduct forms the basis of this policy. They are displayed prominently throughout our schools. It is important that children know these rules and understand them. All our rules are discussed with the children and explained where necessary. We have all made an agreement to follow them.



The 5Rs

Our 5Rs: Respect, Responsibility, Resourcefulness, Resilience and Reflection – permeate all aspects of our schools, including behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- ✓ Verbal praise;
- ✓ Stickers/stampers;
- ✓ Class reward systems such as raffle tickets, Class Dojo and marbles in a jar
- ✓ Each week, we nominate two pupils from each class to receive an achievement certificate in our Friday Celebration Assemblies;
- ✓ All children are in a house and are awarded House Tokens worth one point; midday supervisors may give out silver tokens worth two points and the Head of School/Executive Head may give out gold tokens worth three points; House captains/school council give out bronze tokens worth 1 point; and E-Safety tokens can be awarded worth 1 point.
- ✓ Personalised communication home, written by the Head of School/Executive Head for particularly exceptional work or behaviour;
- ✓ Termly 100% attendance certificates and weekly class attendance certificates/trophy
- ✓ Tidiest cloakroom award
- ✓ Role of Honour
- ✓ Kindness Fuzzies

We acknowledge, praise and reward children who keep the rules:

- ✓ Once a reward has been earned, it cannot be removed;
- ✓ **All adults** in the schools should be involved in rewarding children who are setting a good example in following the rules.

The Behaviour Ladder

To ensure that the system is clear, it is the same for all children across each school and is called *The Behaviour Ladder*. Children move up or down the ladder depending on their behaviour in the classroom, around the school, at the Breakfast Club and during lunchtimes. All children start each day on 'Green' and the clear emphasis is on promoting and celebrating positive behaviour as children are moved up to 'Silver' and 'Gold'. Each upwards step automatically warrants a House Point.

Poor behaviour choices lead to children having their name moved down the ladder, with the following consequences:

- **STAGE 1 (Yellow):** verbal warning – name on board – tick against name
- **STAGE 2 (Yellow):** missed break time
- **STAGE 3 (Orange):** time out in another class – time out with a senior teacher
- **STAGE 4 (red):** sent to Head of School



- If a child moves to yellow Stage 1, they are able to move back to the green if good behaviour is then displayed for a prolonged period of time.
- If a child moves to yellow Stage 2, the amount of break time missed is at the teacher's discretion depending on the child, their age and the situation.
- If a child moves to orange Stage 3, the amount of time out is also at the teacher's discretion, dependant on the child and their age.
- If a child is moved to red Stage 4, the Head of School speak with them and apply an appropriate sanction. The Head of School will contact the parents on the same day to inform them and will keep a record in the Behaviour Log.
- Sometimes children may need to move straight onto Stage 2, 3 or 4 for extreme cases of unacceptable behaviour such as bullying, violence, criminal damage etc.

The sanctions applied are always at the teacher's / Head of School's discretion and based on their professional judgement, relative to the child's general behaviour and is cumulative, therefore different kinds of negative behaviour could result in a move to a further step.

The focus on all sanctions is to support them in learning from their mistakes and in making amends for their actions. Therefore, children will always be asked to say sorry and during time out, they will conduct a task to reflect on their behaviour.

Each time a child moves to orange Stage 3, it is logged in the class Incident Folder with reasons as to why they have been placed on orange. If a child has moved to orange three times in one half term, a parent/carer will be informed by the class teacher using a standard letter which will be posted.

Once a child has been moved to orange six times in one half term, the child will at this point meet with their parent/carer, Head of School/Phase Leader and teacher to discuss their behaviour. At this point a report card or home/school book may need to be put into place.

The following are responses to serious misbehaviour which may have resulted in moving to red Stage 4:

- Parents informed
- Meeting between parents and the Head of School or Executive Headteacher
- Behaviour report card
- Lunchtime detention
- Exclusion from school at lunchtime
- Exclusion from school for a fixed period
- Permanent exclusion

The schools employ these sanctions to enforce our Code of Conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully during lessons. If they do not do so, they will be given a verbal warning and moved down the Behaviour Ladder. We may ask them to move to a more suitable place.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the lesson and will either:



- If another adult is present they will be asked to escort the child out or if no additional adult is present then another child will be sent with the red 'help' card to the nearest available teacher or other adult, to assist with the issue.
- If the child cannot be removed, the teacher will remove the rest of the class until the child has been appropriately calmed and removed from the situation.

Behaviour Support Plan

Sometimes it is necessary to write a Behaviour Support Plan. This is a way of risk assessing behaviour, identifying triggers, establishing individualised strategies and closely monitoring a child's behaviour.

The Behaviour Support plan should involve the child, parents/carers, teacher and Head of School/Senior Teacher and it should be reviewed frequently. Copies of all Behaviour Support Plans are filed in the Head of School's office.

Bullying (also refer to our Anti-Bullying Policy)

Our schools do not tolerate bullying of any kind or by anyone. If we discover that an act of bullying or intimidation has taken place, all adults within the school will act immediately to prohibit any further occurrences of such behaviour. All reported incidents of bullying are logged by the Head of School.

Incident Folder

Each class has their own Incident Folder in which a log of incidents is kept by the class teacher.

Periodically, this is checked by the Head of School/Senior Leader. The folder is passed on to the children's new teacher at the end of the year.

All incidents that are dealt with by the Head of School/Executive Headteacher are recorded in the Behaviour Log which is kept in the Head of School's office.

Positive Handling

All members of staff are aware of the regulations regarding the use of force by adults in the school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the Class Teacher

It is the responsibility of class teachers to ensure that our schools' Code of Conduct is enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class teachers in our schools have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces our Code of Conduct consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves in class, the class teacher will move them down the Behaviour Ladder.



The class teacher will communicate with the SENCo and with the Head of School/Executive Headteacher and may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Heads of School / Executive Headteacher

It is the responsibility of the Heads of School and Executive Headteacher to implement our Behaviour Policy consistently throughout our schools, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Heads of School and Executive Headteacher to ensure the health, safety and welfare of all children in the school.

The Heads of School and Executive Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Heads of School/Executive Headteacher keep records of all reported serious incidents of misbehaviour and bullying. This is kept in the Head of School's office.

The Heads of School/Executive Headteacher have the responsibility for red Stage 4 sanctions, or fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. These actions are taken only after all other possible sanctions and behaviour support programmes have been tried and the school governors have been notified.

The role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We display the school's Code of Conduct and 5Rs around school and on the school's website, and expect parents to read them and support them.

We expect parents to support their child's learning, and to co-operate with the school.

We expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

The role of Governors

The Primary Schools' individual Governing Bodies have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Heads of School and Executive Headteacher in adhering to these guidelines.

The Heads of School/Executive Headteacher have the day-to-day authority to implement the school's policy on behaviour and discipline.

Monitoring and Review

The Head of School/Executive Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.



The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records incidents in the class Incident Folder. This includes each time a child moves to orange Stage 3 and any dialogue with parents/carers. These folders are checked and 'signed off' by the Head of School/Senior Leader periodically;
- The Head of School records all red Stage 4 incidents, sanctions applied and any dialogue with parents/carers;

Behaviour Support Plans are kept up-to-date and reviewed frequently

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

S. Fewster
Executive Headteacher
February 2017

