

Holycroft Primary School

Behaviour Policy

February 2020

Introduction

It is recognised that a consistently applied behaviour policy ensures that pupils are educated in a safe and secure learning environment. Our school policy is based on the widely adopted Lee Canter model of "assertive discipline." It follows the basic structure of -

- Rules
- Positive recognition
- Consequences.

We are aware that a consistently applied behaviour policy is a key factor to ensuring outstanding pupil behaviour and safety across school. This protects pupils' rights and ensures fair practice for all students. This is consistent with our approach to equal opportunities. We also recognise that 'outstanding behaviour' goes above and beyond children's ability to follow the school rules.

Rationale

Children learn best in a positive environment where they are supported to feel safe, secure and happy. Children become lifelong learners when they are supported to take responsibility for their own learning behaviours.

Aims

Holycroft Primary School is a welcoming school and we aim to provide our children with the very best foundation for future learning.

We aim to develop a community in which each individual's contribution is valued and where positive attitudes and high expectations are fostered.

Our behaviour policy reinforces and rewards positive behaviour and boosts children's self esteem.

All children can choose to either keep the school rules and enjoy the rewards or break the rules and accept the consequences. If a child chooses to break a rule then, alongside the consequences laid out, the teacher also offers guidance and support as appropriate.

We acknowledge that some behavioural actions are deliberate and some are not.

This policy will be implemented taking into account the individual needs of each child.

Our school rules:

- We do as we are asked straight away.
- We use only kind feet, hands and words.
- We respect everyone and our environment.

We expect the school rules to be followed in conjunction with outstanding learning behaviour. We support all children to know how to have outstanding learning behaviours through 10 taught steps:

10 Steps to Outstanding Learning Behaviour

1. At the start of every lesson:
 - ✓ Sit up.
 - ✓ Look.
 - ✓ Listen.
 - ✓ Engage.

2. Take risks and take part.
 - ✓ Get fully involved in your learning.
 - ✓ Show that you are interested.
 - ✓ Show that you are engaged.

3. Be independent learners.
 - ✓ Quickly get the information for the task.
 - ✓ Quickly get organised.
 - ✓ Get on with the task.

4. Be a Student and earn rewards!
 - ✓ Stickers.
 - ✓ Marbles.
 - ✓ House points.

5. Move your learning on.
 - ✓ Don't waste time.
 - ✓ If you can do it put your hand up and ask to move on.

6. When you are stuck use the 4 Step Strategy:
 - I. Look at the whiteboard.
 - II. Use my prior learning.
 - III. Ask a friend for help.
 - IV. Put your hand up. Teacher teaches again!

7. Be prepared to teach one another.
 - ✓ Have you taught someone else today?

8. Never waste a second of your learning.
 - ✓ Get your head down and get on with the task the **moment** you are given it.

9. Distractions: don't **make** them, **manage** them.
 - ✓ Stay focused on your learning.
 - ✓ Get your head down.
 - ✓ Don't listen to people. Ignore them.
 - ✓ Nobody stops **YOUR** learning.
 - ✓ The **more** you **LEARN**, the **more** you **EARN**.

10. Talk about your learning.
 - ✓ Show your progress.
 - ✓ Move on to the next challenge.

The first lesson of every half term will be to reinforce our high expectations of behaviour and learning behaviour.

Positive Recognition

Some rewards are used throughout school. Others are age appropriate and specific to certain year groups or the cognitive developmental level of specific pupils.

	Nursery	YR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Positive verbal and non verbal recognition	*	*	*	*	*	*	*	*
Sunshine and Cloud chart	*							
Instant praise stickers	*	*	*					
VIP badge	*		*					
Silver and Gold star stickers		*	*	*				
Good News slips		*	*					
Half termly behaviour treat	*	*	*	*	*	*	*	*
Marble in the jar		*	*	*	*	*	*	*
Verbal praise	*	*	*	*	*	*	*	*
Three stickers per lesson				*	*	*		
Three gold stars per lesson							*	*
Gold star cards							*	*
Golden tickets	*	*	*	*	*	*	*	*
Personalised, positive IBPs	*	*	*	*	*	*	*	*
Positive impact on learning	*	*	*	*	*	*	*	*

Description of rewards used

REWARD	DESCRIPTION
Sunshine and Cloud	Children have their name on an individual peg attached to the sunshine. It is moved to the cloud when the child has made poor behaviour choices and back to the sun when the child makes the right choices.
Instant praise stickers	Small stickers to visibly reward positive learning behaviours
VIP badge	A 'Very Important Person' is chosen to wear the badge at the end of each day. The badge carries privileges such as being line leader.
Good News slips	A voucher detailing the positive behaviours demonstrated by the child. This is sent home to parents.
Half termly behaviour treat	Children who have kept the school rules all $\frac{1}{2}$ term get a special treat e.g. bouncy castle. They also receive a certificate in assembly and high praise.
Marble in the jar	Marbles are awarded to classes for outstanding behaviour from the whole class.
Verbal praise	We 'catch children being outstanding'. Verbal praise is the foundation of all the rewards.
Three stickers per lesson	Three children are visibly rewarded for demonstrating outstanding learning behaviours at the end of each lesson.

REWARD	DESCRIPTION
Three gold stars per lesson	Three children are visibly rewarded for demonstrating outstanding learning behaviours at the end of each lesson.
Gold star cards	When a pupil has earned 10 gold stars they are awarded a prize from a graded set
Golden tickets	Teachers choose one child at the end of each day who has demonstrated outstanding learning behaviours. The child takes the Golden Ticket into the playground for all the parents to see. Their parent meets with the class teacher to praise the child in full view of everyone in the playground.
Individual positive IBPs	Individual Behaviour Plans are highly personalised to each child and reward positive behaviours.
Positive impact on learning	Outstanding learning behaviours and the link to outstanding achievements are explicitly discussed with the children throughout school. Links to $E + P = A$.
Lunch time stickers	Each member of the dinner staff awards three stickers per lunch time to children who have demonstrated outstanding behaviour and safety.

Consequences

Breaking school rules is recognised as a choice. If a child chooses to break a rule then there are graduated consequences.

Alongside the consequences laid out the teacher also offers guidance and support as appropriate.

The consequences are cumulative for that day. **Each day is a new day.**

Nursery

Each day is a new day.

All staff must be aware that children bring a diverse range of experience into school. Modelling, guiding and supporting appropriate social behaviour is an important aspect of early childhood development.

Children are reminded of what is right and wrong. This is supported and emphasised by all staff in the setting.

Reception and Year 1

Each day is a new day.

When a child has broken a rule, the child is reminded of the rule and the consequence. The teacher also offers guidance and support as appropriate.

Graduated consequences in Reception and Year 1:

- Verbal warning
- Name in the sad book
- 5 minutes time out.
- 10 minutes with another teacher.
- Supported by a senior member of staff.

If appropriate the class teacher will discuss the incident with the parent or carer.

Consequences Years 2 -6

"Each day is a new day"... All these stages are for the same day.

1. Reminder that the rule is broken - name in book
2. Time out for 5 minutes. Child stands at the back of the class, facing the teacher if there is whole class focus learning taking place.
3. Ten minutes time out in another class, with a timer and work to do.
4. Pupil sent to a member of Senior Leadership Team with a completed yellow ABC slip. Senior Leader signs and retains the top copy in the blue box. Class teacher retains the bottom copy in their behaviour box.
5. Letter sent home to parents.
6. Parents invited into school to discuss child's behaviour with class teacher and Head Teacher. An Individual Behaviour Plan is created.

Severe Behaviour

The following behaviour is considered to be severe and is dealt with separately:

1. Being intentionally disrespectful to staff.
2. Causing injury or being offensive
3. Stealing
4. Vandalism
5. Going out of bounds

System for the whole of school

ABC slips should be completed in full with the child. These slips show what happened before the incident (the Antecedent; A), what the child did or said (Behaviour; B) and how their behaviour impacted on themselves and others (Consequences; C).

The child should be supported to understand the consequences of their actions on other people and themselves. The child should be sent with the completed ABC slip to a member of SLT at the end of the lesson, or immediately if it is a break time.

SLT will reprimand the child in a manner appropriate for the child's age, cognitive development, emotional maturity and special educational needs.

Pink slips are for use in class time, blue slips for use at break times.

Behaviour that is this severe in nature carries consequences that are upheld for the half term; consequences of Severses are cumulative, unlike minor infringements of the school rules.

Class Teachers will inform parents at the end of the same day if a 'severe' has been issued. However, all staff will use their discretion as to when to manage concerns purely internally without parental involvement.

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|----------------|---|
| <u>Stage 1</u> | Child sent to SLT with completed ABC slip and reprimanded appropriately.
Child sent back to class to reflect for 10 minutes. |
| <u>Stage 2</u> | Child sent to SLT with completed ABC slip and reprimanded appropriately.
Child misses 2 play times.
Child given tally slip to record attendance. |
| <u>Stage 3</u> | Child sent to SLT with completed ABC slip and reprimanded appropriately.
Child misses 3 more play times.
Parent sent a letter by class teacher |
| <u>Stage 4</u> | Child sent to SLT with completed ABC slip and reprimanded appropriately.
Child misses 5 more play times and placed on Class Teacher's report.
If reports are not signed by the child's parents and returned the following day, school will contact parents urgently to investigate. |

Stage 5 Child sent to SLT with completed ABC slip and reprimanded appropriately.
Child misses 5 more play times and placed on Head Teacher's report.
Head Teacher signs with child at end of day. (If the Head Teacher is not present, the child must see another member of SLT)
Letter to parents sent by class teacher explaining the consequences of the next stage.

Stage 6 Due to repeated Severes, parents, SENDCO, and Class Teacher meet and plan a Behaviour Support Programme if one is not already in place.

This will include:

- Specific behaviours to be targeted
- Success criteria and strategies to achieve this
- Rewards and consequences stated

Fixed Term Exclusions are the responsibility of the Head Teacher, or the Deputy Head Teacher in the Head Teacher's absence. They can be given for repeatedly behaving outside the stated policy and for acts of gross misconduct.

For example:

- Gross abuse of staff
- When the safety of adults or children is at risk
- When the child is a risk to themselves

When children are admitted to school, parents are given a copy of this policy to read and discuss with their child. They are asked to sign the slip agreeing to support the school in the implementation of the Behaviour Policy. The success of this policy is dependent upon the full support of parents, staff, pupils and governors.

The Head Teacher reserves the right to exclude any child for extreme behaviour. This can be temporary or permanent. This will be considered as a last resort. The school follows LA procedure.

This policy will be explained to children at the beginning of each academic year in age appropriate language. SLT will invite staff and pupils to evaluate its effectiveness annually.

This policy will be reviewed bi-annually.

This policy is to be used in conjunction with other school policies relating to Behaviour and Safety, including;

- Holycroft Care and Control Policy
- Holycroft Safeguarding Policy
- Holycroft Staff Code of Conduct
- Holycroft Inclusion Policy

➤ Holycroft SEND Policy

Signed by Chair of Governors:

Date: