

# Behaviour Policy



## HALLWOOD PARK PRIMARY SCHOOL & NURSERY

The Governing Body of Hallwood Park Primary School and Nursery adopted this revised policy on 18<sup>th</sup> March 2024.

Change Record:

Version	Date of Change	Changed by	Reason for Change
2.1	01/09/2021	K.Goodwin	Policy review and update
2.2	March 2024	G.Snell	Policy review and update

## **Aims of the Policy**

1. To support teaching and learning (and recognise the fundamental right of teachers to teach and children to learn).
2. To create a safe, happy environment for all.
3. To provide consistency of approach across the school.
4. To provide appropriate means of dealing with behaviour as it occurs.
5. To be clearly understood by all members of the school community and parents.
6. To promote children's level of self esteem that will in turn lead to positive, considerate relationships with others.
7. To encourage pupils to become responsible for their own behaviour and achieving self-discipline and self-control, leading to them becoming fully participant members of both the school and the wider community.
8. To develop the interpersonal skills which facilitate co-operation with others, problem solving and rational conflict-resolution skills.

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **Rationale**

This Behaviour Policy has been created after consultation with staff, pupils and parents. It is based on the understanding that effective behaviour management systems:

1. are easy to follow/implement and remember.
2. involve all adults in school.
3. recognise the positive as well as the negative.
4. provide rewards for all.
5. have consistency of approach.
6. allow all staff to contribute to record-keeping, in order to build up a true picture.
7. have a clear hierarchy/progression of sanctions and rewards.
8. differentiate between serious and low-level behaviours.
9. allow for some flexibility by age-group, whilst not losing the consistency of a whole-school approach.
10. have parental support.
11. involve close contact and support between staff.
12. allow for contact with external agencies.
13. make expectations clear to children on a regular basis.
14. give some ownership to children for their behaviour.
15. are reviewed regularly.

## **Our School Rules**

1. Follow instructions the first time
2. Keep hands, feet and objects to yourself
3. Look after our school and everything in it
4. Show respect: no name-calling, teasing, bad-language or using threatening behaviours

(There are also rules specific to the classroom, playground, dinner hall, assemblies and corridors. See later.)

It is the responsibility of all those who work in the school to

- Promote, practise and model the school rules
- Praise and reward acceptable behaviour consistently
- Promptly deal with unacceptable behaviour according to the policy
- Highlight the undesirable behaviour not the person

### Rewards (Given by any adult in school)

1. Praise
2. Stickers
3. House points to be added to school tally
4. Marble in the jar, contributing to class reward (eg extra playtime or time on the trim trail). See below.
5. Sticker placed on a class chart if the child still has received no warning by the end of the day. Once set intervals have been reached, the child is given a token to that can be cashed in for a reward or a prize from a collective prize box.
6. Child chosen by class teacher to be "Star of the Week". (Certificate and token given out in Celebrations Assembly and the child's parent/carer invited to attend the presentation once Covid restrictions are lifted. The child chosen as "Superstar Learner" also receives a certificate and token in Celebrations Assembly.
7. Teachers will note those children who receive no warnings in a week and may reward this with Privilege Time on Friday afternoons. This is a maximum of 15 minutes.
8. In KS2, Vouchers (eg Wear your own clothes; Sit next to a friend) given out at the end of each term in the last Celebrations Assembly before the holiday. (Allocated to children who have stayed on Green all term.) Other rewards such as extra treats/activities may also be awarded.
9. End of term/half term prizes, letters and certificates (kind behaviour, improvement, good homework record etc.)
10. The House with the most point over half term will receive a prize on the last day of the half term (own clothes day, hot chocolate).
11. Praise Pads available to send a note to parents about good behaviour.
12. Teachers may organise reward systems for their classes (eg points for lining up, table points, quietest class leaving assembly etc).
13. Behaviour/Values Focus: recognition in assembly and certificates for children seen carrying out the target behaviour.

Each class will also operate a system (eg Marbles in the Jar) which rewards group and/or whole class behaviour. The pupils may negotiate such rewards with the class teacher. This system is designed to reward expected behaviours such as tidying up effectively, lining up quietly, working quietly, staying on-task, remembering reading books, completing homework, and can extend to reinforcing our whole school rules. There is a clear message to pupils and staff that we have very high expectations of behaviour in all that we do.

### Consequences (Marked as “warnings” on the child’s tracking sheet with a code)

1. Reminder (if appropriate) giving the child a chance to correct behaviour before escalation
2. Warning. (Backed up by a restorative discussion between adult and child).
3. Second warning. Move away from other children to work.
4. Third warning. Detention.
5. Fourth warning. Referred to senior member of staff/ Mr Fletcher.
6. Fifth warning. Referred to Mrs Snell.

Support staff will always inform the class teacher in the first instance of any unacceptable behaviour or concerns.

There are separate procedures for dealing with serious incidents, when a “red card” (not displayed) is issued to the child and results in an immediate detention. (See later.)

In Early Years Foundation Stage classes, sanctions such as a few minutes on the “Thinking Chair” may be more appropriate but behaviour will be tracked in the same way as for older children.

The class teacher will contact parents when 4 or 5 warnings have occurred in a day. This may also happen if a child regularly receives two or three warnings in a day, giving cause for concern. Mr Fletcher or Mrs Goodwin may also contact parents, as appropriate and a daily report card will be used to facilitate ongoing communication with parents. (See below.)

Playground misdemeanors may result in lack of privileges eg banned from playing football.

### Detention

- Held in an appropriate space and supervised by a senior member of staff if available. This is to be tracked by the Headteacher to monitor frequency of detentions.
- For unacceptable behaviour only. (*Teachers should supervise children themselves for unsatisfactory work.*)
- Children must bring a detention slip with them, filled in by a teacher.
- Unsafe or disruptive behaviour on the playground, or around school, will result in a detention to be held during the following playtime. Children may be sent in from the playground.
- A standard letter will be sent to parents if their child has been in detention for three times during a half-term period. A daily report card will be started and a senior member of staff will begin to monitor the child’s behaviour on a daily basis until an improvement is seen.
- If a further three detentions happen in the same half term, the parents will be called to a meeting with the Headteacher and the class teacher.

- Children who do not behave appropriately in detention will be required to do another detention the next day.

## Lunch Time Behaviour Management

The 'Good to be Green' behaviour management system will also be used for lunchtimes. The Mid-day assistants have agreed with other staff upon an appropriate set of rewards and sanctions.

Rewards are to include:

- Stickers
- Certificates

Sanctions

1. Give verbal warning
2. Give reminder
3. 3 minutes reflection time on the 'wall'. A warning is issued (to be recorded on the child's tracking sheet by the classteacher later).

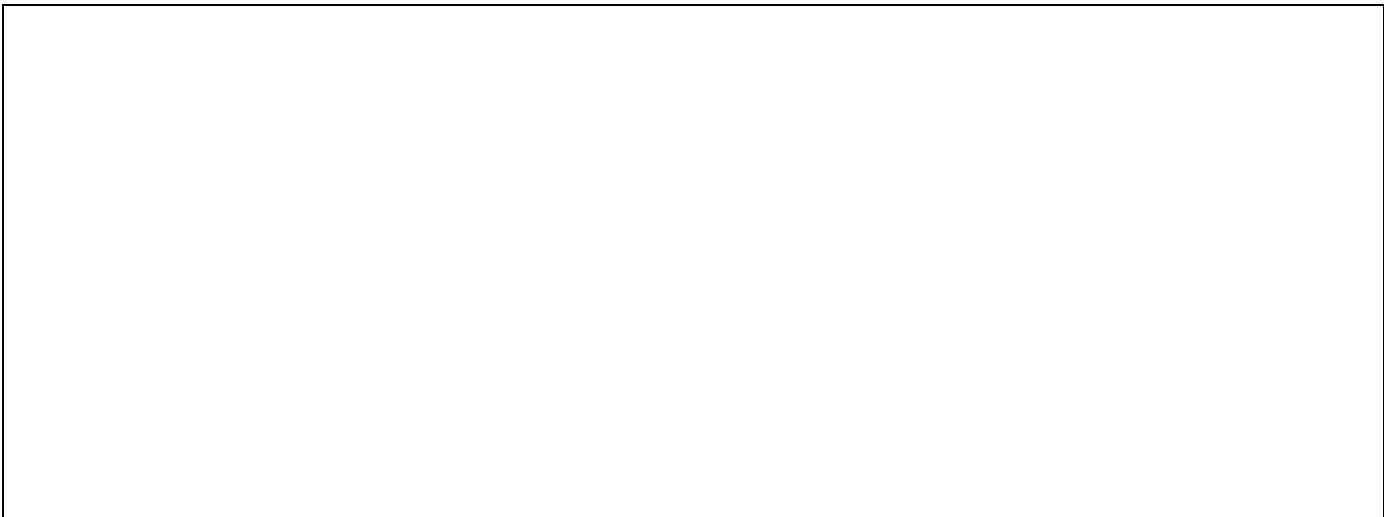
Low-level behaviour will be dealt with by the MDAs and if appropriate a brief summary will be written on a post-it note or warning ticket and given to the class teacher. Should the incident require more in-depth feedback, the Senior MDA will speak to the teacher as unobtrusively as possible at the start of the afternoon session.

If a child refuses to cooperate or runs away from an MDA, then they will miss at least 10 minutes of lunch time at the start of lunchtime play the following day. This time will be used to hold a restorative conversation with the MDA. A class teacher may need to facilitate this.

If the child is given a red card for fighting, swearing etc then they must be brought in to speak to a senior member of staff.

### Dinner Hall Rules (To be displayed in the dinner hall)

1. Line up without playing or pushing.
2. Be polite: remember to say, "Please" and "Thank you" at all times.
3. Talk in a quiet voice to the children who are near you. (Do not shout across the hall or to another table.)
4. Stay on your seat, facing the table, until you have finished eating. Do not leave the table.
5. If you need help from an adult, put up your hand quietly.
6. Help us to be tidy: if you drop something on the floor, pick it up without being asked.
7. Eat as much as you can. You need to try each part of your dinner and have a drink.
8. When you have finished your dinner, put up your hand and wait for



### Context

For most children, the agreed behaviour plan, with its system of rewards and consequences, is sufficient for maintaining very good standards of behaviour. There are some children, however, who may at times *willingly* disrupt the classroom or act *defiantly* against adults' wishes. At Hallwood Park Primary School, we believe that this type of behaviour is unacceptable and that decisive sanctions must be used to emphasise the high standards of behaviour that we expect in school.

### Unacceptable behaviours include:

<b>Misbehaviour</b>	<b>Serious Misbehaviours</b>
Showing disrespect to some adults Leaving class without permission Distracting others Disrespecting resources Getting out of seat for unnecessary reasons and wandering around the classroom Low level disturbances Playing adults off against each other Shouting out Not listening Making silly noises Playfighting Biting- in younger children Not completing tasks Answering back to staff Refusal to complete work Interrupting others Arguing and continuing this once an adult has resolved it Name calling Purposefully winding others up- if a first time Swinging on chairs	Violence towards others Damaging school property Racist language and behaviours Sexual language and behaviours Threatening behaviours Homophobic language and behaviours Intimidating behaviours Continuous low level disruption where a request to stop has been given previously Swearing Consistent refusal to complete work Fighting Language and behaviour against another based on religious prejudice

## Action

Whenever a serious incident occurs, it will be logged on CPOMS the same day by the class teacher and the headteacher will be informed as soon as possible. Parents will be informed on the same day about the incident if possible and a standard letter will be sent home. In most cases, the child will not be allowed onto the playground for a number of days and may be placed in another class for a short period of time. A restorative conversation will be held between the child and the adult involved in a timely manner to rebuild the relationship.

Subsequent incidents will be logged in the same way. *(Serious incidents may incur an immediate, fixed-term exclusion from school and in extreme circumstances a permanent exclusion will be considered.)*

Where the incident appears to involve bullying and/or prejudice, this will also be recorded on CPOMS by the class teacher, using the appropriate category headings, and the class teacher will alert the headteacher. Support for the victim will be provided as well as education/support for the child.

At all times, the school will work hard to support the child and encourage him/her to behave in a positive, responsible manner. We recognise that some pupils have SEMH needs at times, or they may have identified special educational needs that can impact negatively on their behaviour in school. Staff have received training in the principles of Nurture, de-escalation strategies and Team Teach. The SENCo (Miss Binks) will work closely with staff to support children with SEND or pastoral needs and to develop individual behaviour plans.

### Use of Reasonable Force

In accordance with guidance from the Department for Education ("Use of Reasonable Force" 2013), members of staff will use reasonable force if a child is in danger of hurting themselves and/or others, or if a child refuses to move when asked. Members of staff attend training to learn appropriate strategies. They will try to use all other means first and will only use reasonable force as a last resort. The Government makes it clear that parental permission is not required because the use of force may be necessary for the school to carry out its duty of care towards staff and pupils.

The situations where reasonable force may be used include:

- Physically separate children who are fighting and who do not respond to instructions to stop;
- Preventing a child from physically attacking a member of staff or another child;
- Physically removing a child who refuses to leave a classroom or area when instructed;
- Preventing a child from leaving the classroom or building, where this would place the child at risk or seriously disrupt the behaviour of others;
- Restrain a child who is at risk of harming him/herself through physical outbursts.



## Time Out

It is important to distinguish between *wilful* acts of defiance or aggression, and occasions when a child has lost his/her temper and needs time to calm down. Children may be sent to another allocated class for ten minutes. The child will be expected to join in with the lesson on return to his/her own class and to apologise to his/her teacher. Children must not be left unsupervised in corridors – a member of staff will check regularly on anyone working there. It is also acceptable for a child to work in a communal space to support their concentration. This is a supportive action and not to be taken as a time out.

## Playground Rules

1. We play happily and allow other children to join our games.
2. We look after and return any equipment that we have borrowed.
3. We do not fight, play-fight, wrestle, kick, push or pull at other children.
4. We do not climb or lift other children up.
5. We keep away from "No Go" areas.
6. We follow the rota and rules for the MUGA or climbing frames.
7. We inform an adult straight away if we have a problem.
8. When the bell is rung, we line up quietly and sensibly.

## Behaviour Around the School

### Corridor Rules:

Walk sensibly  
One behind the other  
Stay quiet  
Stop at the stopping points  
Hold the door for the next person

- Children are expected to enter the school building from the playground calmly. Staff leave the staffroom promptly at the end of breaks.
- Children who do not enter the building in the expected manner will be reminded.
- Class teachers establish a class order for lining up at the beginning of the school year, ensuring that children with a poor record of behaviour are separated.
- Teachers are responsible for the class line when moving about the school, using established stopping points (playground markings, doorways etc) and creative strategies (eg pretending to be mice, bumper-to-bumper).
- All staff are expected to be active in monitoring children's behaviour during assembly. There is a collective responsibility to ensure that silence is maintained when leaving assembly and in the corridor back to class.

- The teacher/assistant stands at the classroom door when dismissing the class, so as to be able to monitor behaviour in the classroom and in the corridor at the same time. Cloakroom areas should be supervised when being used.

### References to Special Educational Needs and Disabilities (SEND)

In recognition of the diverse needs of our student population, this Behaviour Policy must be inclusive, acknowledging the Equality Act 2010. The policy is committed to ensuring that all pupils, particularly those with SEND, are adequately supported in their behaviour management processes. The school adopts a person-centred approach when addressing the behaviours of pupils with special educational needs, ensuring that their specific needs and circumstances are taken into consideration. This approach helps in creating an equitable environment wherein every pupil can thrive.

Any pupil identified as having SEND will have their individual needs assessed to determine appropriate adjustments in relation to this Behaviour Policy. This may include modifications to expected behaviour, individual behaviour plans, or specific interventions aimed at supporting self-regulation and personal responsibility within the classroom and wider school settings.

Collaboration with external agencies, parents, and specialised staff will be leveraged to create an environment where pupils with SEND can engage with the behaviour expectations successfully, thereby promoting a positive learning atmosphere for all.

Staff training will be ongoing to ensure the appropriate understanding of how to manage behaviours exhibited by students with SEND effectively and empathetically, while also ensuring the protection of the rights of all students in line with the Equality Act 2010.

By implementing this inclusive framework, Hallwood Park Primary School and Nursery strives to foster a supportive community that respects diversity and promotes the well-being of every child. This Behaviour Policy is continuously reviewed to ensure its effectiveness and relevance in meeting the ever-evolving needs of our pupils.

### Appendix 1: Hallwood Park Behaviour Policy Rewards

Foundation Stage and Key Stage 1:

Superstar Learner or Star of the Week will receive a golden reward token. 10 Good to be Green stickers will receive a golden reward token and have a dip in the box.

3 golden reward tokens will mean juice and biscuits at break.

Key Stage 2 Rewards:

10 days on green will receive one golden reward token.

Superstar Learner or Star of the Week will receive a golden reward token.

One token can be cashed in for the following activities/privileges:

- Special apparatus at dinnertime,
- Table tennis, golf, badminton, volleyball
- Beat the goalie
- Board games
- Ipads
- Sitting on a chair in assembly
- Choosing the music to enter the hall for assembly
- Lucky dip in the bag

Five tokens can be cashed in for the following activities:

- Non-uniform day
- A book choice from a selection in the class.