



Homefield Church of England Primary School

**Behaviour
2017**

Homefield C of E Primary School

Behaviour policy

1 JOHN 4:21 - 21 AND HE HAS GIVEN US THIS COMMAND: ANYONE WHO LOVES GOD MUST ALSO LOVE THEIR BROTHER AND SISTER.

Aims

The aim of Homefield Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on Christian teaching and lead us to build a caring family. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn.

Homefield Primary School does not tolerate unacceptable behaviour of any kind. If we discover that an act of this kind has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

The beliefs of Homefield Primary School are that:

- Children's behaviour can change and that given the opportunity, every child can be successful.
- Praising and a system of rewards are more likely to promote positive behaviour. Using a positive system of rewards will increase children's self-esteem and help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.
- Children will learn to respect the rules and authority of the school and the community.

As a school we promote five 'Golden Rules' which apply to all aspects of school life. These rules are displayed prominently, shared regularly as a whole school in assembly time and promoted by all adults.

Golden Rules

- Listen to and follow instructions.
- Treat each other with respect.
- Take care of the school and everything in it.
- Always remember to be polite
- Always tell the truth.

Procedures for promoting positive behaviour

PSALM 133:1 - OH, HOW WONDERFUL, HOW PLEASING IT IS WHEN GOD'S PEOPLE ALL COME TOGETHER AS ONE.

(A song for David for going up to the Temple)

Our staff work together to ensure exemplary behaviour is achieved through the highest of expectations, through positive adult role-modelling and rewarding and through a restorative approach to correction.

Whole School:

Good Work Assembly -

A weekly celebration, where teachers are able to reward positive behaviour and outstanding work with a 'Golden Award'. This consists of a certificate, a head teacher's sticker and the opportunity for whole school praise. Teachers are able to reward as many children from their class as needed, but do not need to present awards every week. The names of those children who have received a 'Golden Award' are displayed in school every week.

Head Teacher's Postcards -

All members of school staff will be able to recommend children to receive a head teacher's postcard through the post. These postcards will recognise and celebrate extremely good behaviour or exceptional work. A postcard being sent home should be recognised as an enormous achievement, and as such, should be celebrated as a whole school during Good Work Assembly.

Curriculum teaching -

All classes will dedicate curriculum time to teaching children how to build positive relationships with each other and adults through the teaching of PSHE and in whole school assemblies.

Head Teacher's Awards -

Once a term each teacher will nominate a child from their class to receive a Head Teacher's Award. The reward will take the form of a special badge to wear on their school uniform. The awards will be made once a term during a special 'Praise Assembly'.

Classroom:

Classes will follow their own strategies and systems for promoting positive behaviour.

Teachers are encouraged to use a variety of strategies through the year to ensure that the approach to behaviour management is fresh and positive. Examples of the systems used are

- Sticker charts
- Strikes
- Secret child
- Golden time
- Reward boxes
- Star of the day

- Sending work to other members of staff
- Special responsibility jobs
- Raffle tickets
- Thirsty learner cards

Team Points -

All children can collect points for their team. These can be handed out for good work. Teachers are able to choose the amount of points given, depending on the reason. Points are counted up on a weekly basis and the winning team is announced each week.

Merit Badges –

All children (Y1 – 6) are able to collect merits for positive behaviour, good attitudes towards their work and exceptional examples of work. The merits are collected as stamps on a sheet and then swapped for merit badges.

Key Stage One – Coloured pin badge

Key Stage Two - Bronze, Silver, Gold, Platinum and Diamond. These badges can then be worn on school uniform.

Behaviour Tree –

Nursery children will be awarded a green pear certificate for constantly good behaviour. If a child collects three green pears, they are awarded the Golden Pear.

Respect Jars – All classes have a respect jar where fine examples of respectful behaviour are rewarded with gems or buttons. The winning class is determined each half-term.

Playtimes:

The school aims of praising positive behaviour will continue at break and lunch times. All MSAs will be aware of the school behaviour policy and use the following methods -

Gold Cards -

Gold cards will be given to children for demonstrating positive play. These cards can be taken back to their class teacher and exchanged for merits.

MSA awards -

Every term certificates will be awarded to children who have consistently demonstrated positive play. These awards will be presented during Good Work Assemblies.

Procedures for tackling unacceptable behaviour

At Homefield Primary School we recognise that there will be times when children do not respond to the positive praise procedures that are in place, and that incidents of unacceptable behaviour will occur. At these times we will follow the following steps, ensuring that a consistent and fair approach is used at all times.

In the classroom

Traffic Light System -

Each class has a set of traffic lights

- All pupils start each day on green.
- Very good behaviour is rewarded by being moved up to gold.
- Poor behaviour results in child being moved down to amber with a clear explanation of what they must do within a time period to move back to green.
- Continued poor behaviour results in a child being moved to red with a clear explanation of what they must do within a time period to move back to amber.
- Continued poor behaviour may result in a child being sent to the link class. The child should take work and a link class sheet which will specify when they can return to class.

Serious misbehaviour may result in a child being moved straight to red or straight to the link class. In the most extreme instances the class teacher will involve the Deputy Head or Headteacher.

A child who finds themselves on red at the end of a lesson, or that have been sent to a link class will receive the following sanction:

Foundation Stage & Key Stage 1

Children will receive a lunchtime time out. These sessions will be supervised by a member of the school staff team and last approximately 15 minutes.

Key Stage 2

Children will receive a lunchtime detention. These detentions will be supervised by a member of the school staff team and last approximately 15 minutes.

(Once children reach this step, a letter will be sent out to parents)

In Collective Worship and Assembly

Children are expected to sit silently in assembly and listen to the member of staff / visitor. If a child behaves inappropriately, including speaking, during assembly time they will be asked to move to the end of their class line. The child will then be required to miss the following break time and speak to a member of staff about their behaviour.

Adults are also expected to be silent during assembly time. This will ensure that the adults are acting as good role models to the children.

On the playground

1. Verbal Warning

A member of staff will remind the child of how to play/behave appropriately, ensuring that eye contact is made and that the child's name is used. This warning should be delivered in a non-threatening, yet firm tone, for smaller children the adult should come down to their eye height before issuing any warning.

2. Orange Card

Orange cards are given on the playground by the mid-day supervisors for persistent low level behaviour. The card should be filled in by the member of the staff. Completed cards should be placed in the box on the first aid table and taken to the class teacher at the end of lunch break – this should result in moving down one step on the traffic lights.

4. Red Card

Red cards are given on the playground by the mid-day supervisors for serious incidents. The card should be filled in by the member of the staff. Completed cards should be placed in the box on the first aid table and taken to the class teacher at the end of lunch break – this should result in a detention or time out.

Any child receiving a red card should be taken in to see a member of school staff.

Red and Orange cards should be logged in the behaviour book.

Outside School

Pupils of Homefield Primary School are still expected to follow the school rules when out on a visit. They will be reminded of the expected behaviour and if any special rules are needed to be adhered to these will be made clear to all.

If a child behaves inappropriately on a visit the following steps will be taken:

1. Inappropriate behaviour will be reported to the lead teacher and the child will be given a verbal warning.
2. If the class teacher thinks it necessary the child will be asked to stay with the teacher for the remainder of the visit.
3. If a child has to be spoken to on numerous occasions during a visit their parents will be spoken to and the SLT will decide if the child can take part in future trips.
4. In extreme cases where their behaviour threatens the safety of others, the school will be contacted to collect the child.

Other sanctions

Staff will also use a variety of other sanctions to effectively respond to disruptive and unacceptable behaviours of individuals or groups. These may include:

- Work being sent home to be completed

- Work to be completed at playtimes or lunchtimes
- Missing playtimes to consider actions
- Children being collected from school (to be decided by Headteacher)
- After school detentions (with prior notice given)
- Removal of responsibilities / privileges
- Removal from school teams
- Notes / phone calls home

Logging and tracking unacceptable behaviour

Behaviour books

There is a behaviour book for each class. Staff are to use these books to log behaviour incidents.

A behaviour incident is where the child has been on the red traffic light at the end of a lesson, received a card at play time, been removed from the class, or where behaviour is judged to be serious (see Appendix 1).

Behaviour books will be collected once a week by the pastoral support workers who will monitor patterns of behaviour. If a child appears on a regular basis, the Deputy Headteacher will decide what action is needed – for example, a lunch time detention for persistent poor behaviour.

Detention Logs

When a child receives a lunch time detention or time out they will be given a slip to explain their actions. This slip is taken to the detention and handed to the teacher on duty.

The teacher on duty is required to fill out a detention letter (stored on the server), place it in a named envelope and hand it to the child's class teacher. This is then logged in the behaviour folder (including a copy of the letter sent home).

The Deputy Headteacher will monitor the behaviour file each half-term and the following actions will be taken when a child receives a detention / time out:

Child's name logged once	-	No further action taken – child is spoken to during the detention by the teacher on duty*.
Child's name logged twice	-	The child will be required to attend a meeting with the pastoral support worker and selected members of the Caring Crusaders committee (Yr6) to discuss their behaviour. KS2 pupils may also be expected to write a letter to the Headteacher to explain their behaviour and their plans for improving it.
Child's name logged three times	-	A letter will be sent home from the head teacher, informing parents of the child's behaviour and the steps that have been taken. Parents will be expected to attend a meeting with the SLT and Pastoral support to draw up a behaviour contract.
If behaviour contract is broken	-	Steps will be taken towards exclusion .

*If the behaviour involved is of a serious nature certain steps above may be bypassed and the child will be required to go immediately on to behaviour contract or steps taken to exclusion.

Steps towards exclusion

Where the above steps have not been effective the school will move towards exclusion. However, as a nurturing school we see permanent exclusion as a last resort. The following steps will be taken:

After-School Detention

Pupils will spend half an hour after school in a detention once parents have been notified.

Internal exclusion

Pupils are internally excluded for extreme incidents of misbehaviour, including:

- Swearing at an adult
- Clear disobedience
- Causing serious harm to others
- Theft
- Vandalism
- Persistent misbehaviour

When a child is internally excluded the parents should be informed verbally and in writing. The child will work away from other children and will be supervised by an adult. In order for this to be well managed the exclusion may not always take place the next day. Internal exclusions can be for either a half or full day, dependent on the behaviour that has led to the sanction.

External temporary exclusion

At the Headteacher's discretion a pupil may receive a fixed term exclusion. The agreed procedures available on teachernet.gov.uk are strictly adhered to. The chair of Governors is informed if this step is taken.

External permanent exclusion

At the Headteacher's discretion a pupil may receive a permanent exclusion from the school. In this case the agreed procedures, available on teachernet.gov.uk, are strictly adhered to and the Governors of the school will work alongside Norfolk County Council.

Children with Special Educational Needs

Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific additional needs, appropriate action will be taken to implement specific plans and strategies to target their needs.

1. Class teacher identifies needs with Head teacher / SENCo and an Individual plan is written to tackle issues (learning ladders).
2. Advice from the School Support Team may be sought to assist the school in devising strategies specific to that child.
3. Parents/carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including MSAs will be made aware of the child's needs. This can be achieved through an MSA meeting with the SLT responsible.

This policy was written in September 2017 and taken to Governors.

This policy will be reviewed in 2019 unless government legislation requires an earlier update.

Signed: (Headteacher)

Signed: (Chair of Governors)

Appendix 1

Unacceptable behaviour by students includes:

- refusing to participate in the education program
- refusing to follow instructions about conduct
- behaviour that disrupts or affects the learning of other students
- actions likely to be detrimental to the health, safety or welfare of staff or other students
- behaviour that causes or is likely to cause damage
- behaviour that is likely to bring the school into disrepute

The school will decide at its own discretion if behaviour falls into these categories. Each behaviour will be judged within the context of which it happens.

The list below is a set of examples only and is by no means complete and relates to all behaviours directed at children and adults.

- Defacing property/ vandalism
- Biting / Pinching
- Fighting
- Spitting
- Tripping
- Hitting / Kicking each other
- Verbal abuse
- Tree climbing
- Stealing from each other and from the school
- Bad language / Obscene gestures
- Bullying (physical and verbal)
- Leaving premises without permission
- Throwing objects to harm or with intent
- Refusal to follow orders
- Indecent exposure
- Defecating and Urinating inappropriately
- Persistent Truancy
- Strangling
- Racism/sexist/homophobic behaviours
- Inappropriate comments about/to others
- Harming with intent

Link Classes

When a child is sent to another class for time out they need to take the class laminated Link Pass with them. This pass needs to be handed to the teacher in charge of the link class.

Link Classes

Nursery - Reception

Year One - Year Two

Year Three - Year Four

Year Five - Year Six