



# Hurworth Primary School

## Behaviour Policy

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Policy prepared by (name and designation)	Alison Maddison Head Teacher
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# **Lingfield Education Trust Statement of intent**

## **Section 1: Rationale and purpose**

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Trusts, 2012).
2. The purpose of the Statement is to provide guidance for the Chief Executive and Executive Team in drawing up the trust school's Behaviour Policies so that they reflects the shared aspirations and beliefs of the Board of Directors, staff and parents for the pupils in the trust as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Board of Directors support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Head Teacher/Executive Head Teacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Head Teacher/Executive Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Trusts: a guide for Chief Executives and trust staff.
4. The School Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

## **Section 2: Principles**

5. The Board of Directors of Lingfield Education Trust strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
6. All pupils and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils and between pupils. All visitors to trust s schools should feel safe and free from the effects of poor behaviour at all times and in all parts of the trust.
7. Lingfield Education Trust is an inclusive trust. All members of the trust community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the trust will ensure there is a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

8. The trusts legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils should be set out in the School Behaviour Policy and made known to all staff. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time within a school, in the local community and in preparation for their life after leaving the school.  
The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be outlined in the 'Home – School Agreement' which pupils and parents/carers must be asked to sign when a pupil joins a school within the trust.
9. The school rules should be clearly stated in the School Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Board of Directors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
10. The Board of Directors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the School Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
11. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the School Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Board of Directors strongly feel that exclusions must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head of School/Head Teacher/Executive Head Teacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place. Sanctions should be monitored for their proper use and effective impact.

# Hurworth Primary School

## Policy for Behaviour Management

### 1. Introduction

At Hurworth Primary School, we believe that children should be taught positive discipline in order to enable learning. We expect high standards of behaviour from all our pupils. These expectations are clearly communicated and understood by pupils, parents, carers, staff and voluntary helpers. Praise, rewards, setting good examples, behaviour management and positive reinforcement are the keys to the successful promotion of good behaviour. All adults will use these methods before the employment of sanctions. In this way there is a proactive rather than a reactive approach to school discipline.

### 2. Aims

- Promote respect for ourselves and other people
- Create an environment that encourages and reinforces good behaviour
- Clearly define acceptable standards of behaviour
- Encourage consistency in approaches to positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Ensure our school's expectations and strategies are widely known and understood
- Encourage the involvement of home and school in the implementation of this policy

### 3. School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should:

- demonstrate respect for everyone;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

It is our belief that there is a very clear link between high quality teaching and learning and good behaviour. Children who are suitably challenged and engaged are less likely to present with challenging behaviours. For this reason our behaviour management policy should be read in conjunction with our curriculum statement and Special Educational Needs policy.

#### **4. Rules and Procedures**

Our behaviour guidelines are clearly defined and consistently applied, whilst recognising the individual needs of our pupils. We teach pupils about making the right choices regarding their behaviour and to take responsibility for their actions and consequences. We encourage and reward positive behaviour and discourage behaviour that does not reflect our school values, ethos and expectations.

All classrooms will have a behaviour display showing what is 'wow' behaviour, 'good' behaviour, 'wobbly' behaviour and 'unacceptable' behaviour. All children will know what these are and the behaviours will be discussed by the children.

Children will always be given the opportunity to turn their behaviour around and will know the consequences of their behaviour.

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

We have four simple 'whole school' rules:

- Be kind to each other
- Be respectful at all times
- Take care of and pride in yourself, others and our school
- Always do your best

At the start of each academic year the class teacher will discuss and agree with the children how they can achieve acceptable standards of behaviour in and around school in order to create a calm, happy, safe environment. These will be age appropriate for each class.

Rules, sanctions and procedures should:

- Be kept to a necessary minimum
- Be positively stated - what to do rather than what not to do.
- Actively involve everyone
- Have a clear rationale, made explicit to everyone
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibility towards the whole
- Be displayed

#### **5. Rewards System**

Good behaviour is consistently praised and rewarded. All members of staff reward good choices in and out of the classroom with verbal praise and recognition. The value of this to a child cannot be understated. However, we also reinforce this with our incentive scheme.

## **5.1 Team Rewards**

Stickers are handed to the children in all areas around school EXCEPT the classrooms. Children are awarded team stickers for:

- Good behaviour in the hall during assemblies
- Smart and quiet lining up
- Eating with good table manners
- Moving around the school sensibly
- Being polite and showing courtesy to others
- Being helpful
- Playing cooperatively
- Good behaviour when out in the community

What happens with the team stickers?

- At the start of each half term, the class teacher and children set an aspirational target to achieve alongside the agreement of the SLT. At the same time, each class will decide what their 'treat' will be.
- Team stickers are handed out to the children by any member of staff in school.
- These are collected by the class teachers and recorded in the classrooms.
- At the end of the week, the stickers are counted up and a record is kept to ensure the children stay on track.
- If the children meet their target at the end of each half term the class are rewarded with their chosen treat.

## **5.2 Individual Rewards**

### **5.2.1 Steps to Success**

- Our individual reward system rewards positive behaviours and attitudes to learning. It consists of stamps and Steps to Success stickers. Stickers may be given for one particular behaviour or piece of work or may be earned by collecting 10 stamps. 20 stickers earns a certificate.
- The system is cumulative so as the child moves through the school they progress through a series of certificates: colours of the rainbow, metallics, gems and planets.
- These certificates are presented in our celebration assembly on a Friday.

### **5.2.2 Pupil of the Week**

- Each week, teachers nominate a Pupil of the Week for outstanding contribution to the school through their behaviour, school work or attitude in general. These awards are earned and given on merit and a child may be awarded it more than once during the year.
- In the celebration on assembly, each class teacher gives a small speech explaining why the child has achieved the nomination.

They then receive a certificate and small prize from the member of the SLT.

### **5.2.3 Governors' Awards**

- At the end of each year, a Governors' Award is given to one child from each class who has been an exemplary role model and embodies the school motto, 'Consider, Create and Contribute'.
- Each child receives a book token and a shield.
- There is also a special recognition award for one Year 6 child who has demonstrated the school values and ethos throughout their time at school. This child is chosen through nominations by all members of school staff. They receive a book token and shield and their name is engraved on a shield which is displayed in school.
- Staff also nominate a Head Boy and Head Girl from Year 5 who have proven themselves to be excellent role models and will represent the school throughout the following academic year.

## **6. The Behaviour Ladder**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In an environment where respect is central, disapproval for lack of respect for the school rules is a powerful deterrent.

The use of sanctions should be characterised by certain features:

- It must be clear WHY the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

The class teacher or teaching assistant will usually be the first person to deal with minor issues where a pupil makes an inappropriate behaviour choice. It will normally be sufficient to express displeasure and discuss the incident with the child to explore 'better' choices.

Where a child chooses not to respond positively to this, or to make the wrong choice on a regular basis, we operate a clear Behaviour Ladder system to complement our positive approach to behaviour management (see appendix 1).

This is summarised as follows:

- Every child starts every day on 'good'.

- If a child demonstrates outstanding behaviour throughout the day, they may move up to 'wow'. The child will receive a 'wow' sticker and a 'wow' text will be sent to their parents/carers.
- If a child is given a verbal reminder about low-level, unacceptable behaviour (e.g. shouting out, distracting others, negative attitude) and does not respond or repeats the behaviour their name is moved to 'wobbly'.
- If the child improves their behaviour after moving to 'wobbly', they may move back to 'good'.
- If the undesirable behaviour continues - or a child is moved to 'wobbly' twice in a day - their name is moved to 'unacceptable' and will receive an appropriate consequence.
- In some instances, where a child displays more serious unacceptable behaviour, their name can be moved straight to 'unacceptable'.
- Following the consequence, if a child's behaviour improves, their name may move back up the ladder (first to wobbly and then to green).
- However, if a child continues to misbehave, or is moved to 'unacceptable' again, they are sent to the Key Stage Lead and moved to their classroom for the remainder of that lesson, bringing their work with them. Parents are contacted to discuss strategies to help improve the child's behaviour and this conversation is then recorded on the school's CPOMS (Safeguarding and Child Protection system).
- If a child is moved to 'unacceptable' on three separate days in one week, they are sent to the Head Teacher (or in their absence, the Assistant Head Teacher) and will receive a consequence in line with school policy and parents will be informed verbally followed with a standard letter. This will be recorded as a further action on CPOMS.
- If a child repeatedly fails to follow the school's high expectations of behaviour, or is involved in an incident of a more serious nature, such as physical aggression, verbal abuse, homophobic or racist comments, or repeated refusal to work, the Behaviour Ladder may be by-passed by and the child will be sent straight to the Head Teacher. The Head Teacher will investigate the incident with the child and any witnesses (adults and/or children). Parents will be contacted and kept informed. The incident and any actions will be recorded on CPOMS.

On occasions, additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Head Teacher.

## **7. Fixed Term Exclusions**

In the event of continuing unacceptable behaviour or incidents of an extreme nature that impacts on the education and/or safety and well-being of all pupils, it may be necessary to consider fixed term exclusion.



### **7.1 Fixed Short Term Exclusion (up to 5 days per term)**

- Head Teacher intervention for regular Time Out offenders / specific serious incidents/children failing internal exclusions
- Parents informed.
- Upon return to school, child stays on Contract for a minimum of four weeks.

### **7.2 Fixed Long Term Exclusion (up to 45 days per year)**

- Parents, Chair and Clerk of Discipline Committee, LA informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- Liaison with LA.
- Discipline Committee either reinstate or uphold the exclusion.

Upon return to school, or if reinstated, child stays on Contract for a minimum of eight weeks.

### **7.3 Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee, LA informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated, child stays on Contract for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

## **8. How provision for pupils with Special Educational Needs will be addressed**

Careful consideration will always be given to each individual in addressing concerns about their behaviour. Particular consideration will be given to pupils with special educational needs where their behaviour might arise from their particular need / condition. The school will inform all staff on strategies to address these behaviours as they occur.

## **9. Dealing with incidents of a racial nature**

All incidents of a racist nature are to be reported to the Head Teacher immediately. The Head Teacher will investigate all such incidents and take appropriate action. All incidents of a racist nature will be recorded on CPOMS and on the relevant forms and returns made to Children's Services. Governors will also be informed of any such incidents.

## **10. Dealing with incidents of bullying – Please see separate policy**

## **11. Monitoring and Evaluating Impact**

The impact of our behaviour management policy will be evaluated with reference to:

- The number of award stickers and certificates achieved by pupils;
- The number of pupils / incidents recorded on CPOMS
- Records of parental involvement held on CPOMS
- The number of recorded incidents of bullying;
- The number of recorded incidents of a racist nature;
- The number of fixed term exclusions;
- The number of permanent exclusions.

# Standard Letter

Date

Dear Parents / Guardian of

I am writing to inform you that \_\_\_\_\_ has now had his/her name recorded on CPOMS. Further to our conversations, Please make an appointment to see me to discuss how we can continue to work together to support \_\_\_\_\_ and encourage them to improve his/her behaviour.

Yours sincerely

Head Teacher

# Hurworth Primary School Behaviour Ladder



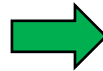
**Wow!!**  
 I have made someone in school proud of me.  
 I am consistently trying my best.  
 I am consistently being supportive.  
 I challenge myself.  
 I am always enthusiastic and positive.  
 I set a good example to others.  
 I always make the right choice.



**Wow!!**  
 I will be a positive role model.  
 I will be a trusted member of school.  
 I will feel happy at school.  
 I will earn STS.  
 I will earn a 'wow' text.  
**I will make my teachers, family, friends and myself proud!**



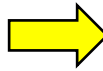
**Good**  
 I have made the right choice.  
 I try my best.  
 I tell the truth.  
 I am a good learner.  
 I have good manners.  
 I am a good friend.  
 I respect everyone and everything.  
 I follow instructions the first time.  
 I listen to others.



Everybody will see what a good job I am doing.  
 I will be a successful learner.  
 I will earn STS.  
**I will be happy and enjoy coming to school.**



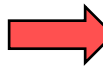
**Wobbly Behaviour**  
 I have disrupted my learning and the learning of others in my class.  
 I am not working as hard as I can.  
 I am not thinking about other people's feelings.  
 I am not showing respect.



I will be asked to stop.  
 I will be given a reminder.  
 I will have 'thinking time' to improve my behaviour and get back to Good.  
 I will need to talk to an adult about how I feel.  
**I will feel disappointed with myself.**



**Unacceptable**  
 My behaviour is persistently disrupting my learning and that of others.  
 I am making the wrong choices, even when I have had the chance to make the right choices.  
 I am using violence of any kind, e.g kicking hitting, hurting others or threats to do so.  
 I am encouraging others to make the wrong choices.  
 I am using bad language.  
 I am not telling the truth.



I will have time out to think about my actions and how I can get back to Good.  
 I will have to accept the consequences of my actions and I may miss my full playtime.  
 I may miss out on things my class are enjoying.  
 My parents may be informed by my class teacher.  
 If my behaviour does not improve I will be sent to a senior member of staff and my parents will be contacted.  
 In serious cases, or if I continue with unacceptable behaviour, I may be excluded from my class.  
**My behaviour will be explained to my parents and I will feel disappointed.**