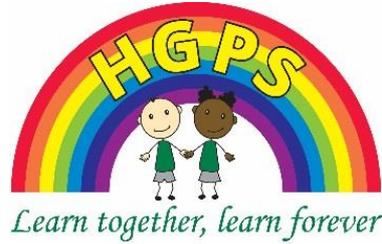


# Hazel Grove Primary School



# Behaviour Policy September 2019

DATE POLICY APPROVED BY GOVERNORS: 23<sup>rd</sup> September 2019

DATE POLICY RATIFIED BY GOVERNORS: 14<sup>th</sup> October 2019

REVIEW DATE: September 2020

SIGNED: CHAIR OF GOVERNORS

SIGNED: HEAD TEACHER

**POLICY FORMULATION AND CONSIDERATIONS:** the policy was formulated in accordance with the Education Act 1998, the DfE circular 8/94 'Pupil Behaviour and Discipline' and CYPD's Behaviour and Discipline Policy Guidance document and Every Child Matters December 2004. This document should be read in conjunction with the school's Anti Bullying Policy and CYPD's model policy, adopted by the school, on Care and Control. The school reserves the right not to use the Positive Handling method of restraint where it considers this to be potentially harmful to the child or the staff involved.

This policy was reviewed and revised by staff during the autumn of 2018.

### **AIMS AND OBJECTIVES:**

At Hazel Grove Primary we believe that all children have a right to:

- Play a part in creating a safe, happy, co-operative, stimulating and supportive environment where everyone's right to learn is respected.

We have clear expectations of our children's behaviour, reinforced throughout the whole school by all staff members, using restorative approaches, positive reinforcement of good behaviour and consistent sanctions appropriate for those children who find it difficult to take responsibility for their behaviour choices. We accept that children who struggle to make positive behaviour choices are often experiencing a form of stress and anxiety. We believe that because staff, pupils and parents value good behaviour children should:

- Learn what good behaviour means.
- Learn to care for one another.
- Learn to take responsibility for their behaviour choices.
- Learn the value of friendship.
- Develop self confidence.
- Have high expectations of themselves enabling them to fulfil their potential.
- Communicate how to manage negative feelings.
- Learn how to repair and maintain good relationships.

### **Staff will:**

- Implement the policy and record instances of poor behaviour choices on Cpoms copying in AR, GR, PL, JT, JM, Phase Leaders and Job share partners
- Keep children safe
- Deliver a curriculum that is relevant, inclusive and engaging.
- Develop positive relations with pupils.
- Draw up a class Charter including Dojo points with the children which they all sign up to.
- Share and use restorative rainbows to promote positive relationships with children and manage their behaviour
- Teach all pupils effectively so that they make good personal choices and progress.

- Meet the needs of all pupils including those with complex needs.
- Keep all teaching and learning plans, individual behaviour plans and pastoral support plans up to date and share with parents on a termly basis
- Ensure all agreed practice is implemented to meet the needs of the child.
- Follow Stockport SEND Guidance strategies for supporting children with social and emotional mental health needs.
- Teach children the skills and strategies to manage their own behaviour in a restorative manner
- Provide challenge to engage all pupils
- Remove ceilings for learning

**Parents should:**

- Communicate with all staff both teaching and non-teaching in a respectful manner.
- Feel welcome in the school to discuss their child's progress in a positive atmosphere.
- Know that their child is in a safe environment.
- Work in partnership with school to support their child's learning and behaviour
- Feel confident that their children are growing personally, socially, spiritually, morally and academically.
- Feel familiar with Restorative approaches being used in school.
- Know that their child will receive support when they need it.
- Use the website to keep up to date with information about children's learning.
- Use conversation with staff and dojo systems to keep track of their child's behaviour.

**SCOPE:** This policy covers the general day to day management of children's behaviour across school.

**WORKING WITH PARENTS/CARERS:** Working in partnership with parents is essential. School will always contact parents if their child experiences regular problems with their behaviour choices and work together to formulate next steps.

Parents share a responsibility in nurturing moral values and good behaviour in their children; we seek a partnership with parents to ensure that all of our pupils develop the skills to manage their behaviour positively.

**DISSEMINATION OF POLICY:** All staff, teaching and non-teaching, will have access to the policy. The policy will be widely and frequently promoted with the children and will be made available on the school website.

**PROCEDURES FOR POLICY MONITORING AND EVALUATION:** The Head teacher, Deputy, Assistant Headteacher, Senco, Pastoral Leads and Phase Leaders will monitor the Cpoms Incidents reporting system and all staff will monitor, on a day to day basis, the general conduct of the children, reporting concerns to the Headteacher, Deputy, Senco, Assistant Headteacher and Phase Leaders. The Senco will monitor Individual Behaviour Plans and Pastoral Support Plans. The Chair of Governors will audit, with the Headteacher the behaviour of pupils which is reported to every Governing Board meeting.

The Headteacher audits behaviour daily and the policy is reviewed annually in collaboration with all staff, pupils, school council and governors.

**RESOURCES:** School has weekly visit from a teacher from the Behaviour Support Service to support, monitor and review children with identified social and emotional mental health difficulties.

School will:

- Purchase sufficient materials (stickers, certificates, games, etc.) to support the positive identification of good behaviour.
- Provide training for teaching and non-teaching staff when required.
- Monitor weekly behaviour and share good behaviour choices through assembly with parents
- Provide personalised behaviour charts for identified children
- Use scaling, class dojo, Restorative cards, Restorative rainbow posters
- Work with the School Age Plus worker who forms part of the Team Around the School
- Work with the Social workers and all outside agencies to support children with specific needs
- Work with our Pastoral Lead who forms part of the Team Around the School
- Work with a Play therapist commissioned to support children
- Work with a Speech and Language therapist commissioned to support children

### **ORGANISATION OF THE BEHAVIOUR POLICY**

All members of the school community know and follow the school expectations which help children make positive behaviour choices.

Our Shared Expectations:

- be kind
- be honest
- be respectful
- be responsible

Everyone at Hazel Grove Primary School has agreed to:

- Recognise and celebrate positive behaviour choices when they occur
- Use a Restorative approach when interacting with children
- Ensure that all children are acknowledged for positive behaviour choices
- Be positive role models

All adults in school will:

- Be consistent and restorative
- Listen to children
- Remain calm

- Recognise children's fears
- Be positive and encourage understanding of the language of choice
- Show we care and have a unique perspective
- Deal with each incident afresh.
- Appreciate how resilient children are
- Separate the behaviour from the child so ensuring children understand that though choices can be problematic the relationship between child and adult remains secure

All staff at Hazel Grove Primary School use positive reinforcement to highlight the appropriate behaviour we expect of the children. This is done through:

- Acknowledging and highlighting aspects of positive behaviour
- Good choices cards shared in class.
- Good Choices Assemblies.
- The use of whole class expectations and rewards systems including Dojo points.
- Headteacher awards and Golden sweatshirt award
- Mid-day kindness award linked to Rainbow certificates.

### **SUPPORTING POSITIVE CHOICES AT PLAYTIME AND LUNCHTIMES**

Children are always reminded to make positive choices. If they find it tricky:

- Children will have a conversation with an adult to give them an opportunity to consider their actions or words
- If the child is unable to listen to the adult and carries on with his / her behaviour, they will be given thinking time with a timer so that they can calm down. They will be supported to take responsibility for their actions.
- If the child continues to make inappropriate choices about their behaviour alternative lunchtime supported provision will be put in place. Parents are informed. The Head teacher and Senior Leadership team are consulted and a lunch time behaviour plan is put in place.
- Serious incidents will be recorded in Cpoms tracker. Parents will be informed. They will be supported to take responsibility for their actions using restorative approaches.
- Further repetition of inappropriate behaviour may result in the child being sent home for the lunchtime break or eotas (internal) exclusion or placed on a personalised timetable. The Behaviour Support Service will be involved and a Pastoral Support Plan and My Plan will be put in place with the SENCO and the parents. It is then class teachers and senior mid-day responsibility to make arrangements for it to be rolled out with the support of the SENCO. Ultimately the child may be at risk of fixed term exclusion at this point and these strategies are to be used to ensure exclusion is a last resort.

### **In the Classroom**

Children's names will be entered onto Cpoms by teachers and Senior Leaders if they have made inappropriate behaviour choices. The child's name is entered with the date and a description of the incident. Remediation steps are put in place and recorded. The Headteacher, Deputy and Senco Assistant Headteacher checks the ipad on a daily basis and liaises with staff and children about consequences and remediation. Behaviour related issues will be monitored by the Governing Board via the Head teachers report to governors.

- From Nursery through to Year 6 if a child is finding it difficult to make a positive behaviour choice they will have a conversation with an adult to give them an opportunity to consider their actions or words
- If the child is unable to listen to the adult and carries on with his / her behaviour, they will be given thinking time with a timer so that they can calm down. They will be supported to take responsibility for their actions.
- Yellow and Blue cards are used to promote positive behaviour choices throughout school. Yellow cards highlight positive behaviour choices and can be given out to children when they are not meeting the school expectations
- Blue cards are given for poor choices. If a child is showing a poor choice for example shouting out during lesson time they would be shown the pale blue choice card. This card is showing the child that their behaviour is unacceptable. It gives them the chance to change their behaviour and follow the expectations before a sanction is issued.
- If the behaviour continues the child will receive a dark blue choice card. This means they will then have thinking time in a designated area of the classroom (for example the reading area might be a good choice). Thinking time may be 5 minutes or longer if needed. The teacher will then have a restorative conversation with the child about what happened, how this made the teacher and the children feel and what they need to do next time.
- Throughout school children earn Golden Time which is on a Friday afternoon and linked to our Restorative Rainbows. Each child is responsible for ensuring they make positive behaviour choices so that they can have their full Golden Time. In Golden Time children can choose different activities each week on different themes depending on year groups, such as sports, dance or a cinema style treat. Children can lose Golden Time if they are not making good choices on a regular basis. This will then be monitored through CPOMS.

When children find it difficult to follow the school expectations the following will happen:

- restorative Approaches will be used in the first instance
- if the child persists in choosing to act inappropriately **he / she will be sent to their paired class within the Key Stage**. The child will be accompanied to ensure their arrival. The paired classes are reviewed annually in Phases. Within their paired class the child will sit separately from the other children and work on a reflection task. Any child at this level will only be given one reminder by their paired teacher if their inappropriate behaviour continues, they will then move on to stage 3. Another restorative conversation will take place. Parents to be informed by the class teacher when a child has had time out of class

- the child is sent to a member of the Senior Leadership team. Parents to be informed by SLT when a child has had time out of class with them. A discussion will take place with the Headteacher, Deputy or Senco Assistant Headteacher around a range of restorative strategies to support the child.
- any child still making persistent inappropriate choices which are not in keeping with our policy will have Headteacher Deputy, Senco or Assistant Headteacher involvement. Parents will be invited into school and consideration will be given to create a support plan for the child. A red card in every classroom will be used to call for Head teacher assistance should the need arise. This will be logged as a serious incident on Cpoms. Restorative strategies will always be used to support the child. It is the class teacher's responsibility to make arrangements for the support plan is rolled out with the support of the SENCO. Ultimately the child may be at risk of fixed term exclusion at this point and these strategies are to be used to ensure exclusion is a last resort.

### **Serious Incidents**

Bullying and violent behaviour will always result in parents being informed and actions taken in line with the Anti-bullying and PSHE policies.

### **Special Circumstances**

In very rare cases it may be necessary to do an eotas or fixed term exclusion. This will be done at the discretion of the Headteacher. Any behaviour which causes serious harm to children or staff could ultimately result in permanent exclusion if all other support has failed. Any permanent exclusion will be done after consultation with the Chair of Governors and Stockport Local Authority Exclusion will always be carried out following CYPD's guidelines.

### **Further information**

All staff have had positive handling training; the handbook can be found on the staff drive. Positive handling training will be repeated for all staff in September 2020.

