

Hotwells Primary School

Behaviour Policy

'Learning to Bring out the Best in Everyone'

Last reviewed: January 2018

Next review date: January 2020

United Nations Convention on the Rights of the Child

Article 29: Education should develop every child's personality, talents and abilities.

It should encourage respect for human rights, oneself, one's parents, other cultures and the environment.

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Policy for Managing Behaviour

Introduction

- This document is a statement of the aims, principles and strategies for managing behaviour at Hotwells School.
- It was developed in consultation with staff and is refined annually.
- It is part of a cycle of review and approval by the Governing Body.

Aims

The Behaviour Policy promotes:-

- High achievement and motivation for learning;
- Positive relationships between staff and pupils based on mutual trust and respect;
- Confidence, self esteem and respect for ourselves, others and the environment;
- An understanding of appropriate behaviour in order that the learning environment is one in which teachers can teach and all children can learn;
- A consistent behaviour framework where there is clarity about what is appropriate and inappropriate behaviour;
- The development of skills in managing emotions i.e. managing feelings so that they are expressed appropriately and effectively, enabling the school community to work together smoothly towards our common goals;
- Gaining an awareness of ones individual and collective responsibility in school, city and global communities.

Guiding Principles

Hotwells School operates a whole school approach to positive behaviour management which promotes effective teaching and learning and a supportive ethos throughout the school.

The Role of all Staff

All staff will model the behaviour we expect of our children and will consistently implement our behaviour policy.



Classroom Strategies

At the start of each year and throughout the year, teachers will:

- Develop a class charter of behaviour and expectations. In KS1 this begins with introducing Rights and Responsibilities based on the Convention on the Rights of the Child with each class.
- Make behaviour expectations explicit.
- Teach routines such as lining up, behaviour in corridors, walking to and from assemblies and respect for the whole school community.

Positive Behaviour Management:

We focus on recognising and celebrating the behaviour we **do** expect. This means that children who are behaving in the right way receive the adult's attention. It also creates a positive atmosphere in our school.

Expected behaviour will be acknowledged and rewarded in the following ways:

- Verbal feedback e.g. 'I like the way...';
- 'Smiley Faces' displayed on the board (this language changes as pupils move through KS2 to include House Points in place of 'Smiley Faces');
- Reward charts which are celebrated in Key Stage 1 assemblies;
- 'Postcards Home' in Key Stage 2;
- Certificates and 'notes home' in assemblies;
- Lunchtime Book positive comments shared in assemblies;
- Head teacher awards;
- High Tea with the Headteacher (values led);
- Feedback to parents;
- Whole class rewards e.g. marbles collected which lead to an activity.



Consequences:

Children who are not meeting our expectations will be given:

1. Verbal warning;
2. A 'sad face' (KS1) or behaviour mark (KS2) is recorded;
3. A second 'sad face'/behaviour mark and directed to sit out for 5 – 10 minutes;
4. A third 'sad face'/behaviour mark and sent to another class for 15 – 20 minutes;
5. If, after this, inappropriate behaviour continues the child will be sent to the Key Stage leader, Deputy Head or Headteacher and their parents/carers will be informed at the end of the day.

If a child exhibits serious behaviour that is unsafe for other children or staff, either physical or verbal, they will be sent immediately to the head teacher.

If a child is regularly exhibiting low level misbehaviour (levels 2,3,4) and is affecting their own and others' learning, a letter will be sent home informing parents/carers, who will be invited in to speak with the class teacher.

Continuing or Extreme Behaviour:

In the case of a child being verbally or physically abusive towards a child or adult, going off premises, continually disrupting their own and other children's education, the following action will be taken:

- The parents/carers will be requested to attend a meeting with the Headteacher and class teacher to agree an individual behaviour plan. The plan should in most cases include learning and behaviour targets.

Continual disruptive and unsafe behaviour or an extreme incident may lead to exclusion from school. The school will act in accordance with the Bristol Exclusion Procedure:

- The pupil may be subject to an 'internal exclusion'. This means that they will be excluded from playtimes and/ or lunchtimes. It may mean that they are excluded from school trips or residential camps.



Continuing or Extreme Behaviour (Continued):

- The pupil may be subject to a short fixed-term exclusion. This means they will be suspended from school for one or two days.
- The pupil may be subject to a substantial fixed-term exclusion. This means they will be suspended from school for up to five days or for an indefinite period.
- The pupil will be recommended for permanent exclusion.



Managing Behaviour in the Playground

Playground Charter:

Our playground charter was developed by the school council in 2011 and shared with everybody in our school. The School Council reviews the playground charter and shares outcomes with the school in assembly. Lunchtime support staff give valuable input to playground expectations and these are shared on in assemblies.

Hotwells Playground Charter:

- We have a right to play.
- We have a right to be safe.
- We have a right to say what we think.
- We have a right to be looked after.
- We have a right to be private.

- We have the responsibility to include others and play fairly.
- We have the responsibility to play games that will not hurt each other.
- We have the responsibility to use kind words and calm, respectful voices.
- We have the responsibility to look after each other.
- We have the responsibility to be sensible in the toilets and go there only when we need to.

In addition to the playground charter, children are expected to follow our agreed whole school routines:

- Ask a member of staff before they go into school building
- Stand still when the bell rings or if on The Green, walk up to the top playground when instructed to by a member of staff

Termly meetings are held between all Lunchtime support staff and the Headteacher. A lunchtime communication book is used between lunchtime staff and SLT which is located in the staff room. Exemplary lunchtime behaviour is communicated to the HT (via the lunchtime communication book) and modelled in assemblies with 'praise notes' given out.



Toilet Arrangements:

During playtimes and lunchtimes, children will use the toilets as follows:

- Reception/KS1 – use reception toilets
- KS2 – use KS2 toilets

Positive Handling

The welfare of the Child remains of paramount consideration always.

All staff have had Team Teach training on working with children to de-escalate situations and to follow specific guidelines if needed (recent training April 2015).

Hotwells School use a Bound and Numbered Book in which any incidents of restraint or significant incidents are recorded. This book is kept in the head teacher's room and is filled in by the Headteacher or Deputy Head.

If a child is the subject of a significant incident or of positive handling the parent will be informed on that day.

Positive Behaviour Management at Playtimes and Lunchtimes

Staff will:

- Praise children who are behaving well;
- Give clear instructions to children politely, calmly and firmly;
- Encourage children to resolve problems using 'I statements' with a supportive adult if required;
- Keep a regular check on the toilets to ensure they are being used appropriately;
- Support new children;
- Assist children to play in a friendly way;
- Ensure that children can get on with their games (Year 6 play leaders support this);
- Show children how to work as a team and play a team game.



Pupils who do not follow expectations will be:

- Given a verbal warning;
- Asked to stand on a thinking spot (KS2) or next to a member of staff (KS1) for 5 minutes. After this time, a member of staff will talk to the child, explain how their behaviour was unacceptable and how they can behave differently;
- If behaviour continues, the child may be sent to the head teacher.

Certain behaviours are unacceptable in our school. Any child who spits, swears or intentionally hurts somebody will be sent to the Headteacher, Deputy Head or Key Stage Leader.

If a child exhibits serious behaviour that is unsafe for other children or staff, either physical or verbal, they will be sent immediately to a senior member of staff.

Children with SEND will have their own behaviour support plans so as to ensure fair sanctions, appropriate to their needs.



Code of Behaviour for Eating Meals

Mealtimes are a sociable occasion. We want children to enjoy their meals with their friends. Children are encouraged to consider others at mealtimes and to behave in a calm and respectful way. Children will:

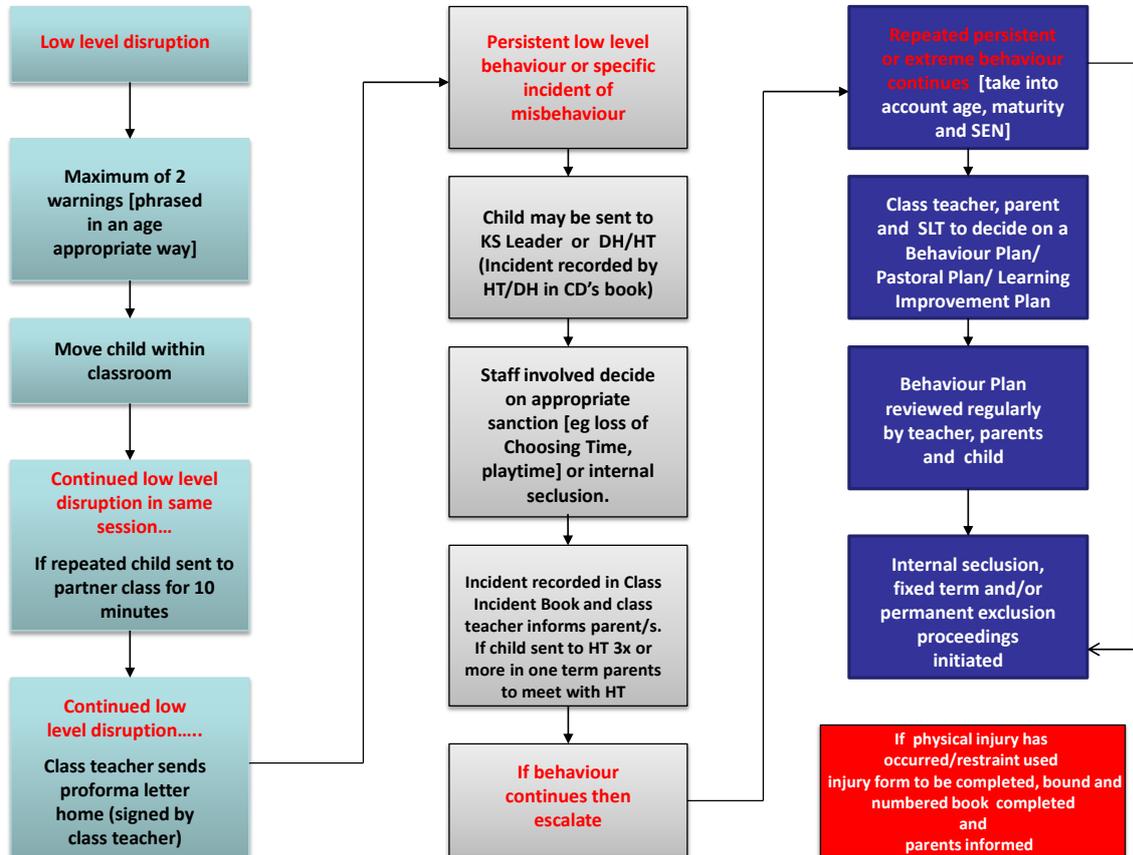
- Wash hands before eating;
- Take coats off;
- Sit with feet under the table;
- Take care not to drop food;
- Talk to the other children on their table in a friendly and polite way;
- Eat their own food;
- Use the recycling systems available;
- Take responsibility to leave their table clean and tidy.

Appropriate behaviour is noticed and rewarded, e.g. with verbal feedback, comment in lunch time communication book, praise notes home.

Any inappropriate behaviour at mealtimes will be treated with the standard sanctions and will be communicated to the child's class teacher.



Behaviour Flowchart



Example Behaviour Letter

Dear

As a part of our positive behaviour system at Hotwells, children collect 'smiley faces' or behaviour points in class during the school day. These are visual reminders of the positive culture and expectations in the classroom and around school.

Occasionally a child may need to be reminded of appropriate behaviour and attitudes to learning. If this happens more than once during the day a 'sad face'/behaviour point is logged in the teacher's records. The teacher will have a conversation with the child on that day about his or her appropriate behaviour and attitude to learning. This may be low level behaviour, such as talking when asked not to, but it is important to be aware that any pattern that may have an impact on the child's learning and those around him or her. Therefore it is important to let you know if your son or daughter is acquiring behaviour points during the week.

Last week received more than three sad faces on different occasions. I have spoken to about the importance of concentration and a good attitude to learning and hope that he will work hard to bring these positives to the fore.

Thank you very much for your understanding and support in this matter.

Yours sincerely

Class teacher



Procedures staff will teach early in the year as appropriate

Daily Procedures:

- Start of the day registration
- Collecting dinner money etcetera
- Walking in a line
- Entering the classroom in the morning
- Listening to the teacher
- Passing out papers and books
- Moving about the classroom
- Using classroom equipment
- Working with a partner
- Working in small groups
- Going to the toilet
- Lining up
- Getting ready for lunch
- Walking around the school
- Where to put completed work
- Recording homework
- Getting ready to go home

Special Procedures:

- Practising fire drills
- Practising lock down procedure
- Going to the library
- Going on a school trip
- Welcoming visitors, guest speakers, prospective parents (Y6)

Learning Behaviour:

- Working on a research project
- Working on an independent assignment
- Working in pairs at the computer
- Having a class discussion
- Conducting sustained silent reading time
- Giving oral reports
- Taking tests
- Listening to the teacher present information
- Working in co-operative groups



Behaviour Record Sheet

Child's Name: _____ Class: _____

Date: _____ Time: _____

Persons involved: _____

Nature of incident: _____

Action taken: _____

Signed (member/members of staff dealing with incident):



Behaviour Tracking Sheet

Name: _____

Year Group: _____

Date tracking started: _____

Date	Hurt another child	Hurt a member of staff	Damage to property	Offensive language	Verbal threat	Spitting	Refuses to follow instructions			Behaviour identified as bullying or racist behaviour	Notes	Consequence

Parental Involvement:			
Behaviour Improvement Plan:			
Outside agency involvement:			