



Good Behaviour Policy



CURRENT

APPROVED – SEPTEMBER 2018
REVIEW – SEPTEMBER 2019
PERSON RESPONSIBLE – HEADTEACHER

Aims

“Education is a fundamental right of all children” (Article 28 of United Nations Convention on the Rights of the child 1989). We believe that every child has a right to learn, and every teacher has a right to teach, free from disruption. Our policy aims to make expectations clear and to promote a calm learning environment where everyone feels happy, safe, secure, valued, respected and able to fulfil their potential.

- We expect everyone to be treated fairly at all times; and all incidents to be investigated free from bias.
- We expect all members of our school community (including visitors) to behave in considerate ways towards others whatever their ability, gender, race, religion or sexual orientation. We do not expect pupils or adults to shout at each other.
- We actively encourage pupils to take responsibility for behaving in positive ways and see that this is a rewarding experience in itself.
- We believe in working in partnership with parents and carers: working with and keeping parents and carers informed about positive or inappropriate behaviour.

It is the responsibility of all school staff to maintain and encourage good behaviour and to apply this policy in a consistent way.

What do we mean by “GOOD BEHAVIOUR”?

We expect all pupils to come to school to learn, and also allow others to learn, to the best of their abilities. Pupils are expected to show good ‘learning behaviours’ as well as being polite and respectful towards others. Adults will remind pupils frequently of the good behaviour expectations and reward pupils who are following the rules or showing effort and improvement.

When wanting the attention of large groups of children, adults will raise their arm and say ‘May I have everyone’s attention please.’ All pupils are expected to also raise their arm, stop talking and actively listen to the adult who is talking.

Children should not be expected to guess what is expected of them. Our expectations are made clear by our ‘7 GOLDEN RULES’.

- Be gentle – Do not hurt anybody.
- Be kind, helpful and respectful – Do not hurt people’s feelings by the words you use or how you say them
- Work hard – Do not waste your own or other’s time
- Look after property and our environment – Do not waste or damage things
- Listen to people and follow instructions – do not interrupt
- Be honest – do not cover up the truth
- Walk around school sensibly – do not run or push others

These rules are displayed in class and around school. They are regularly referred to in assemblies and are used to reinforce and promote positive behaviours by all adults who work in school.

As well as ‘Golden Rules’ which are followed by the whole school, individual classes may adopt specific ‘class’ rules to promote positive behaviour that are class specific and may change and develop over time.

How do we promote, recognise and reward “GOOD BEHAVIOUR”?

We believe positive behaviours should be promoted by both verbal praise and recognition and by tangible rewards. These rewards systems will differ according to pupil’s age.

Treasure

Treasure is used throughout school to reward positive behaviours, attainment and effort. Treasure can be either be put in the class jar by staff, given to a child to put in the class jar, given verbally at break or assembly (it is the child’s responsibility to tell their class teacher and to collect the treasure) or be given in books (Treasure will be denoted by a capital T in a circle). This sign will be ticked through when the treasure has been collected. Children should always be very clear why treasure has been given and this should be reinforced verbally by adults.

As a class, children decide what the reward will be for a full treasure jar and then work collectively to collect treasure (and thus the reward). We believe knowing what they are aiming for will support some pupils to make an extra effort to maintain good behaviour. Children should be regularly reminded about the planned reward and how close they are to achieving it. Organising how treasure is collected will be down to individual class teachers eg tables may have group treasure pots that contribute to the whole class collection. The size of the jar and the frequency of reward will depend on the age and maturity of the pupils and is left to class teacher’s discretion. Obtaining treasure should be achievable by all, but should not be devalued by giving large amounts of treasure for small amounts of effort. Occasionally, whole group treasures are given for a special reward. Once given, treasure is **never** taken out of the jar as a punishment.

Early Years and Key Stage 1

At the start of each term children choose a variety of 10 minute activities which they will select from each time the treasure jar is full. This 10 minute treat will be given as soon as it is appropriate on the day the treasure jar has been filled.

Key Stage 2

As well as collective treasure, each child will also record their individual treasure tally on a wall chart. The chart will have space for 150 treasures. A new treasure chart will be started each term with a column for the total from the previous chart to be added. This will ensure all children have the opportunity to gain higher level certificates while keeping the chart size manageable. When treasure is given, the child will fill in a box on the wall chart (this should be done so as not to disrupt learning time). When 25 boxes have been filled the child will receive a BRONZE certificate, 50-SILVER, 100-GOLD, 150-PLATINUM, RUBY-250, EMERALD-350, SAPPHIRE-450 and DIAMOND-550. These certificates and prizes will be given at Golden assembly

Golden Time

On MONDAY, each child is given 35 minutes of “Golden Time” as a reward for good behaviour. Golden time takes place on Friday afternoon. Activities are decided within class / school council and usually run for half a term. Pupils sign up for their Golden Time activity on Monday morning. The behaviour improvement officer monitors classroom behaviour and collates information of which activities pupils are undertaking and how many minutes have been lost by individual pupils. Registers are kept for each activity group. Lost Golden Time is recorded by the Behaviour Improvement Officer, and discussed with the Assistant Head for Inclusion, the Head Teacher and the Behaviour Support Workers weekly. Individual behaviour support plans may be necessary for pupils who are regularly losing significant amounts of Golden Time.

Golden Tickets

Golden tickets are given for extra special achievements/effort/caring. Class teachers should award 2-3 golden tickets per class. Tickets can be given for reader of the week (with a bookmark prize), work related achievements (with a multi coloured pen prize) or SMSC achievements with a badge prize. The bookmarks, badge and pen can be used in class all week but should not be taken home. They will be collected in on Friday morning ready for the next Golden assembly. Golden tickets should state the particular achievement and the correct heading of Believe, Achieve or Succeed should be circled. The number of tickets a child has received should also be written on the right hand corner of the golden ticket. In assembly the tickets are read out and the child's achievements celebrated. The child takes the ticket home to share with parents.

A record of golden tickets is kept. When a child receives 5 golden tickets, they are allowed to choose a special "golden prize" from the "golden basket". Parents/Carers/Governors are invited to the Golden Assembly.

Managing Inappropriate Behaviour

We define **inappropriate behaviour** as "any behaviour that interferes with the learning or well-being of the child or other people".

EY / KS1

If a child displays "inappropriate behaviour" they are given a verbal warning. If the "inappropriate behaviour" continues, a child will be moved down on the behaviour chart (see below) and if necessary the "time out/thinking" chair in each class will be used. Thinking time is a time for the child to calm down and think about their inappropriate behaviour and to make better choices. The adult gives a timer of 5 minutes (3 minutes in the Foundation Stage). For KS1 pupils following a 'time out' the child should miss 5 mins of their Golden Time, but this can be earned back with exceptional behaviour and effort for the rest of the week. Early Years pupils will not lose golden time.

Time out in EY should be recorded in the white behaviour file in the EY office and class behaviour logs in KS1.

Behaviour Charts

Inappropriate behaviour will be managed in ways that bring as little as possible disruption to teaching and learning for all pupils.

All classes will have a Red / Amber / Green / Gold behaviour ladder displayed in class.

Gold (excellent behaviour – you earn a treasure at the end of the lesson)

Green (good behaviour)

Amber ((below standard behaviour – You now need to make the right choice)

Red (inappropriate behaviour – You will now miss 5 minutes of play time)

Pupils will start every day on the green part of the ladder (this will be displayed either photographically or by names). Pupils will aim to stay on the green part of the ladder or move to the gold. Adults will move pupils up or down the chart as needed in a way that does not disrupt class teaching but makes it clear to pupils that their behaviour is exceptional or below that expected of the class. Pupils will always be able to redeem their behaviour and climb back up the ladder before the end of a session. If a pupil goes into the red part of the ladder and does not alter their behaviour to move back to amber/green by the end of a session then they will automatically miss 5 minutes of playtime (KS1 &2) to address their behaviour issues or make up missed work, as well as losing 5 minutes of their Golden Time. After morning break, lunch and

at the end of the day the child's name is returned to green on the chart and the child given a fresh start. However, if inappropriate behaviour continues, a child may miss another 5 minutes and so on. Missed minutes of Golden Time may be 'earned back' if a child significantly improves their behaviour throughout the rest of the day / week. If deemed appropriate, the "thinking chair" may be used in lower KS2 with the same sanctions as in KS1.

Key Stage 1 & 2 – continuous inappropriate behaviour

If necessary a pupil will be given a removal to another class or inclusion room to cool down and allow teaching and learning to continue. This will result in 5 minutes missed Golden Time. Missed minutes of Golden time may be 'earned back' if a child significantly improves their behaviour throughout the rest of the day / week. While on removal children should be sent with work they can complete quietly while thinking about improving their behaviour. They should not be spoken to or supported with learning by other adults or children. Staff trained in team teach will support this removal if necessary.

Removal and missed play sessions will be recorded on the class or individual behaviour log.

Lunchtimes/playtimes

Playground – after a verbal reminder, time out for 5 minutes is given by the wall. This is recorded and means losing 5 mins of Golden Time. It is the responsibility of staff on duty to inform class teachers and record lunch / playtime behaviour on each class's behaviour log. Behaviour logs should be always kept on the shelves behind the main door of the classroom.

Dining Room – if inappropriate behaviour continues after a verbal reminder, the child will finish their lunch, and then stand by the wall for a 5 minute time out period. This is recorded and means losing 5 mins of Golden Time.

Red cards

Serious incidents including swearing, threatening language or gestures and instances of physical aggression towards children or adults will result in a red card.

EY children will be taken into the quiet room/corridor or outside the Head Teacher's office and sat on a red spot for 5 minutes; no communication with the child.

KS1 & 2 pupils lose 15 minutes of their play. Red cards given during playtime will result in the child missing the remainder of that play by standing on the wall to cool off. The Behaviour Improvement Officer/Behaviour Support Worker will supervise missed playtimes /red cards. All red cards will be completed at lunchtime in the quiet room next to the Castle Community Hub or outside the Head Teacher's office to ensure that no child misses a whole playtime and all children get time to 'let off steam' outside between sessions each day.

Red card incidents are recorded in the red card book (which is kept in the staffroom), by the member of staff who gave the red card including the date, day and time. The name of the child receiving the red card is written on the whiteboard on the staffroom wall and erased by the BIO or BSW when the card has been 'done.' All red cards will also result in 10 minutes missed Golden Time. To emphasise the serious nature of red cards, missed minutes of Golden time for red cards cannot be earned back. Red cards are numbered, and, if a third one is given, the Head teacher is informed by the Behaviour Improvement Officer. Parents are sent a text on Friday after 3 red cards and a discussion is usually held with the parent of the child. If a child has an individual behaviour log then all incidents should be written on their behaviour log (see Appendix 3).

Violence and extreme behaviours

If a child's behaviour is perceived to be violent, potentially violent or extreme, the class teacher should send a member of staff/sensible child with a red triangle (labelled with the name of the class / room) to get support. This could be from the SLT or other members of staff. All staff are expected to support in extreme circumstances but only staff trained in team teach strategies should be involved in restraint. Violent or more extreme behaviours may result in time in the Inclusion Room or exclusion from school for fixed periods of time. Such behaviour may also result in a fixed or permanent exclusion from school in the most extreme circumstances. These incidents are recorded in the serious incidents logbook, which is located in the staff room. This must be recorded on the day of the incident and signed by the Head teacher or a member of the SLT.

Time in the Inclusion Room

The parent will be asked to both bring and collect their child to and from school. At 8.50 the child will go to the inclusion room, together with a member of staff. The child will be given work to complete but this will not be supported by the adult. Depending on the age and the needs of the pupil the adult may work inside the inclusion room or work outside the room with the door held open. The adult should have a walkie talkie to call for help if necessary. SLT will always be informed if a child is in the inclusion room and will undertake frequent corridor checks. The pupil will have supervised play and lunch breaks – at a different time to the rest of the children. The experience should demonstrate that appropriate behaviour means an exciting time in the classroom. The length of time spent in inclusion will depend upon the individual child and their behaviour. Any use of the inclusion room will be recorded on the school inclusion room log as well as on an individual class or pupil log.

Procedures for when a child absconds

(Following LA guidance)

There may be times when a child absconds from the premises. The following procedures should be followed:

- As soon as it is known that a child has left the premises, it is reported to the Head Teacher or, in the absence of the Head Teacher, the senior post holder, who will inform the Community Police and the child's parent/carers.
- All incidents of a child leaving the premises should be reported to parent/carers, even if the child returns after only crossing the road or sitting on the pavement outside. This is to indicate how serious it is to leave the premises and shows the school's commitment to caring for the child as well as expecting and needing support from home.
- If a child absconds from the classroom the teacher should not pursue them. Rather, the teacher should seek help from another adult via a red triangle or send a note to the Head Teacher or an administrative officer. The BIO/BSW will also be notified. A record of the incident should be made and brought to the attention of the parent/carer. No adult should pursue a child without seeking advice from senior management first.
- All incidents of absconding should be recorded in the serious incidents log

Appendix 1

OUR EXPECTATIONS

Entering School

For Nursery, Reception, KS1 and KS2 doors open at 8.50am. School is not responsible for children on school premises before 8.50am. Parents wait with their children in the playground until the doors are opened. Children are expected to enter school without their parent/carers in KS1 and KS2. If parents wish to see the class teacher, then a convenient time can be arranged after school. The children are expected to enter school quietly, and in an orderly manner.

The doors close at 9.00am, and children who are late should be brought to the main office.

School finishes at 3.15pm (11.50am for nursery pupils). Children in Nursery, Reception and KS1 are collected from the classroom door, and children in KS2 from the playground.

Cloakrooms

Cloakrooms should be clean, tidy and free from clutter. Coats are hung up. Pump bags should be hung on pegs, and anything falling onto the floor picked up.

Assembly

The children are expected to walk into assembly calmly and quietly, in a line, walking on the left hand side, and listen to the music whilst sitting in the class' designated place. They are not expected to talk unless invited to do so. Children who do not follow instructions after 1 warning sit away from the other children. The class teacher is informed, and the child misses 5 mins of the next play

Moving around school

Children should WALK, not run. We expect them to move around school quietly and directly to their destination.

Talking to adults and other children

We expect all children and adults to show respect when talking to each other. No one should interrupt, shout out, talk over others or use derogatory language.

In the classroom

Pencils and crayons are placed in pots on the tables. Books are placed carefully in drawers. Front covers of books are not drawn/written on by children. Chairs are to have four legs on the floor when used, and pushed under the table when not. Equipment is returned to its place, and rubbish goes in the bin. Recyclable items go in the recycling bin. All adults and children are responsible for keeping the classroom / work room clean and tidy. Children are to walk sensibly around the room, keeping hands and feet to themselves. Hands are to be clean before working. Children listen to the adults and follow instructions – they work calmly.

Playtimes

The children do not go outside until an adult is outside. Year 2 pupils in KS1 under the guidance of an adult and year 6 pupils in KS2 will put out and clear away the playground equipment.

Staff will supervise one area of the MUGA (multi-use games area). The MUGAs are divided into two sections – the purple one is for the sole use of KS1 and the black one is for the sole use of KS2.

Rough games are not allowed. This includes carrying children on each other's backs, chasing games which include pushing or barging, pretend fighting of any kind, wrestling, boxing, karate and any other games which the duty supervisors consider likely to cause injury.

Children must ask if they need to go to the toilet: in KS1 they use the 1st 2 classroom doors, and Years 3 and 4 use their own classroom toilets. Years 5 and 6 use the Y3/4 toilets in the classroom opposite theirs.

On the Field

It is the responsibility of the staff on duty to decide if the field is dry enough to be open. KS2 will use the field at morning break and KS1 at afternoon break. Children are allowed to play sensibly on the banking. At lunch time the closest half of the field is generally for KS1 and the further half for KS2 use. If a child is unable to play out because they are ill, they stay in the dance studio or library.

Inside Playtimes (wet play)

The children should only use equipment/materials which they have been told to use during inside playtimes. IWBs should not be used during wet play.

Lining Up

Children should face the front, not push, and keep their arms and legs to themselves. Adults will use various strategies to ensure that lining up and moving around the school in a line works smoothly eg line up in register order. The children will only be expected to line up for short periods of time.

P.E.

We expect clothes to be left in a tidy pile on a chair or table. Children walk into the hall wearing fastened shoes/pumps. These are left tidily and safely. The children work very calmly and quietly in P.E. If a child visits the toilet during PE, they wear shoes, and use their classroom toilet.

Lunchtime

The class teachers in FS/KS 1 supervise hand washing, and ensure they all arrive in the dining hall. KS2 pupils are brought into the dining room by their designated lunchtime supervisor.

End of the day

Classroom doors will open at 3.15pm to enable parents to collect their children from the classrooms. The door closes at 3.25pm. Any parents who may be late can collect their child from the entrance lobby. Office staff should be notified to contact parents of children who are not collected. Children should not be left unsupervised. Reception children are to stay in their class.

After school clubs

Children who are attending an after school club should be reminded, asked to use the toilets if needed and line up at the internal classroom door. Any child needing to use the toilet while at an after school club should either use the toilets in the room the club is in or Tigers' toilets. Children leaving a club to use Tigers' toilets should be escorted by a sensible peer.

Individual Programmes

Children with serious behaviour problems have their own targets on their ANP. These are drawn up between the class teacher, the Assistant Head - Inclusion, and the parent/carer. Both the child and their parents/carers and any member of staff likely to work with the child will be aware of the plan.

Appendix 1 - Example

Golden Time

Date

Activity	Name	Name	Name	Name
Parachute				
Numbertime fun				
ICT Computer				
Wonderful Walk				
Creative Artists				
Rolling and pressing Kites				
Construction				
Forest Fun Meet at Forest School				
Fun in Foundation				

<u>Time Lost (name and amount)</u>	Golden Tickets
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Hillside Primary School Class Behaviour Record for

Date / Time	Pupil	Place & incident / behaviour	Given by	Comment / consequence 5: 5 mins lost GT RC: red card & 10 mins lost GT AC: amber card R: removal from class & 5 mins lost GT
		Carpet / Whole class / 1:1 Activity / Group Activity / Playtime / Lunchtime / Hall / Dance Studio / Other:		
		Carpet / Whole class / 1:1 Activity / Group Activity / Playtime / Lunchtime / Hall / Dance Studio / Other:		
		Carpet / Whole class / 1:1 Activity / Group Activity / Playtime / Lunchtime / Hall / Dance Studio / Other:		
		Carpet / Whole class / 1:1 Activity / Group Activity / Playtime / Lunchtime / Hall / Dance Studio / Other:		
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		Carpet / Whole class / 1:1 Activity / Group Activity / Playtime / Lunchtime / Hall / Dance Studio / Other:		
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Hillside Primary School ABC Individual Behaviour Record for

Date	Time	Antecedent		Behaviour		Consequence	Rec by
		Where	Subject	What	Who/at		
		Carpet Whole class 1:1 Activity / Group Activity Playtime / Lunchtime Hall / Dance Studio Other:	English /Phonics Guided reading Maths Computing / Science PSHE&C / RE Humanities / Art / Music PE /Other	Refusing Sweeping / Throwing Prodding / Hitting / Kicking Self Harm Noises / Disrupting Other:	Self Child /ren Adult Object(s)	Ignored / Cool down time Warning / 5 Min Thinking Time + Apology /FreshStart Tidied and moved on Apologised and moved on Amber Card / Red Card Removal from class + Apology/FreshStart Other:	
Comments / Further details / Future actions							
		Carpet Whole class 1:1 Activity / Group Activity Playtime / Lunchtime Hall / Dance Studio Other:	English /Phonics Guided reading Maths Computing / Science PSHE&C / RE Humanities / Art / Music PE / Other	Refusing Sweeping / Throwing Prodding / Hitting / Kicking Self Harm Noises / Disrupting Other:	Self Child /ren Adult Object(s)	Ignored / Cool down time Warning / 5 Min Thinking Time + Apology /FreshStart Tidied and moved on Apologised and moved on Amber Card / Red Card Removal from class + Apology/FreshStart Other:	
Comments / Further details / Future actions							



Hillside Primary School ABC Individual Behaviour Record for

Date	Time	Antecedent		Behaviour		Consequence	Rec by
		Where	Subject	What	Who/at		
		Carpet Whole class 1:1 Activity / Group Activity Playtime / Lunchtime Hall / Dance Studio Other:	English /Phonics Guided reading Maths Computing / Science PSHE&C / RE Humanities / Art / Music PE /Other	Refusing Sweeping / Throwing Prodding / Hitting / Kicking Self Harm Noises / Disrupting Other:	Self Child /ren Adult Object(s)	Ignored / Cool down time Warning / 5 Min Thinking Time + Apology /FreshStart Tidied and moved on Apologised and moved on Amber Card / Red Card Removal from class + Apology/FreshStart Other:	
Comments / Further details / Future actions							

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Hillside Primary School In-School Inclusion Record

Date	Time	Child's Name	Incident recorded:	Follow up action
			Class Log: <input type="checkbox"/> Individual log: <input type="checkbox"/> Serious incidents log: <input type="checkbox"/> Other: <input type="text"/>	Apology: <input type="checkbox"/> Debrief: <input type="checkbox"/> Behaviour Plan: <input type="checkbox"/> Other: <input type="text"/> Parents informed by: <input type="text"/>
			Class Log: <input type="checkbox"/> Individual log: <input type="checkbox"/> Serious incidents log: <input type="checkbox"/> Other: <input type="text"/>	Apology: <input type="checkbox"/> Debrief: <input type="checkbox"/> Behaviour Plan: <input type="checkbox"/> Other: <input type="text"/> Parents informed by: <input type="text"/>
			Class Log: <input type="checkbox"/> Individual log: <input type="checkbox"/> Serious incidents log: <input type="checkbox"/> Other: <input type="text"/>	Apology: <input type="checkbox"/> Debrief: <input type="checkbox"/> Behaviour Plan: <input type="checkbox"/> Other: <input type="text"/> Parents informed by: <input type="text"/>
			Class Log: <input type="checkbox"/> Individual log: <input type="checkbox"/> Serious incidents log: <input type="checkbox"/> Other: <input type="text"/>	Apology: <input type="checkbox"/> Debrief: <input type="checkbox"/> Behaviour Plan: <input type="checkbox"/> Other: <input type="text"/> Parents informed by: <input type="text"/>
			Class Log: <input type="checkbox"/> Individual log: <input type="checkbox"/> Serious incidents log: <input type="checkbox"/> Other: <input type="text"/>	Apology: <input type="checkbox"/> Debrief: <input type="checkbox"/> Behaviour Plan: <input type="checkbox"/> Other: <input type="text"/> Parents informed by: <input type="text"/>
			Class Log: <input type="checkbox"/> Individual log: <input type="checkbox"/> Serious incidents log: <input type="checkbox"/> Other: <input type="text"/>	Apology: <input type="checkbox"/> Debrief: <input type="checkbox"/> Behaviour Plan: <input type="checkbox"/> Other: <input type="text"/> Parents informed by: <input type="text"/>

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