



Hookstone Chase Primary School

Positive Behaviour Policy

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Respect.
Creativity & Innovation. Character Development & Life Skills.

Behaviour has meaning – it is a communication about experience.

Remember: By their behaviour, children are trying to solve a problem, not trying to be one. (Herbert)

Everyone at Hookstone Chase School is responsible for making sure that this is a happy, secure place to learn where everyone is respected.

We wish to take the children on an exciting learning journey in a nurturing and inclusive environment and to do this we expect good behaviour for learning to ensure that the children learn in the best environment possible where there is a real energy and enthusiasm for learning.

Within a positive, happy and creative learning environment, we aim to help the children to develop self-discipline and confidence in their relationships with other people.

We encourage the children to use the four R's of Learning power
Resilience, Resourcefulness, Reflectiveness and Reciprocity

Working in partnership with parents, we share the vision that all parents will want their children to be happy, well behaved and succeed in life. Through working together, we can achieve these aims for the children.

Aims

- A positive approach to managing pupils' behaviour will be expected from everyone.
- Good Behaviour for learning will always be expected and rewarded.
- There will be a fair approach from all staff across the school, both during lesson times and breaks.
- Whilst aiming to achieve a fair approach, it is recognised that pupils have individual needs and adjustments will be made for children's unique circumstances.

We expect the children to:

- Follow the **Hookstone Class Charter** and **Our Hookstone School expectations**.
- Look after their own belongings and respect other people's property.
- Respect the school environment, helping to keep it tidy and organised.
- Be encouraged to wear their uniform with pride.

Self- discipline

Children will be encouraged to take responsibility for their own actions.

They will be made aware that their actions have consequences; some positive and some negative.

Children will be consistently rewarded for appropriate behaviour and sanctioned for inappropriate behaviour.

Children will be encouraged to build self-esteem and individuality.

We expect all staff to:

- Recognise that each child is unique
- Keep parents' informed about their child's progress.
- Treat all children fairly and respectfully.
- Create a safe, calm, friendly, learning environment where children can develop trust.
- Provide a challenging and interesting curriculum.
- Help children to develop their self-esteem and self-discipline.
- Teach children strategies to be confident and happy in their relationships with each other.
- Make praise sincere, meaningful and carefully directed.

Parent/School partnership

At Hookstone Chase School we want to work in partnership with parents to encourage children to become socially responsible. It is important that children are clear about what we mean by good behaviour and that the school helps them to develop self-respect, respect and concern for others, self-discipline, truthfulness and honesty.

We expect Parents to:

- Value their child's education. Praise and reward them for their efforts and achievements.
- Ensure that their child attends school regularly and arrives on time.
- Make sure their child is ready for learning each day.
eg: Ensure that their child has eaten breakfast, has the correct equipment (book bag, PE Kit, homework etc).
Make sure that all clothing and possessions are labelled. (This saves a lot of time and worry at school when children are looking for their belongings.)
- Teach children strategies to be confident and happy in their relationships with each other.
- Keep school informed about changes at home that might affect their child's learning in school.

Guidelines:

- These procedures will be followed by ALL Staff
- Procedures will be displayed in ALL teaching areas and staff will ensure that children are reminded about them as appropriate.

OUR SCHOOL EXPECTATIONS

- **TO FOLLOW INSTRUCTIONS**
- **TO BE CALM AND KIND TO EACH OTHER**
- **To RESPECT EACH OTHERS PROPERTY**
- **NO "PUT DOWNS"**

In addition, the pupils will draw up a **CLASS CHARTER** in September.

We expect good behaviour for learning from all pupils and we will ensure that positive rewards are used to reward and recognise this.

REWARDS AT OUR SCHOOL

We expect good behaviour for learning from all pupils and we will ensure that positive rewards are used to recognise this.

- House points (we encourage the children to be proud of the house they are in and the house with the most points each term gets a non-uniform day)
- Stamps and stickers
- Behaviour tags (A quick positive focus when a child has performed well)
- Celebrate good behaviour and achievement with other staff and Headteacher
- Weekly certificates
- Friday Celebration Assembly
- Termly book prize
- Attendance Cup for the class with the best attendance (the class with the best attendance each term gets their own non-uniform day)
- Individual certificate for 100% attendance.
- Tidy Ted for the tidiest classroom each week.
- Special handclap for good achievement e.g. extra-curricular sports

As in most schools, there are a few children at Hookstone Chase who need extra support to help them to follow the School Expectations. When behaviour is causing concern a solution focused approach will be used. Other staff should be consulted for advice and some short term strategies will then be used which are described below:

Restorative Justice

We may incorporate this approach if it is deemed appropriate e.g. Between two friends that have fallen out. The focus of the approach will be on: What have you done? What do you need to do? How can you make amends?

Playtimes

At times it might be deemed appropriate for some time to be missed at playtime. If this is the case a member of staff will supervise the child.

Behaviour Ladders

Reminds children where they are up to in the behaviour guidelines. The cards are cut up and given out to the child at short intervals during the lesson. The flow of the lesson does not then need to be interrupted and the child gets a quick reminder.

Behaviour Tags

A quick positive focus award when a child has performed well.

“Antiseptic Bounce”.

When a child needs time to calm down or is very restless; e.g just after playtime and would benefit from “time-out,” the teacher should write AB on a piece of paper and

send them to a couple of teachers to enable them to have a little bit of time to refocus. This is not a punishment. The other teachers read the note and send the child back by which time the child hopefully has had time to calm down and is more ready to settle.

Red and Green Cards

A Green Card is sent to the Headteacher to inform her that things in the classroom are simmering and would benefit from her intervention and support.

A red card is sent to the Headteacher for her to come quickly and provide support immediately in a serious and potentially dangerous situation.

“Induction”

I need you to practise kindness!

Induction is focused specifically on pointing out how our behaviour affects one another. When praising or reprimanding a child, adults will make a point of justifying their behaviour with the language of kindness eg The reason I am so upset with you is that you made Jimmy cry. They need to understand the link between what they do and how others feel.

Hookstone Buddies

These children have been trained by the CHIPS scheme (ChildLine) to help children who feel upset about something and want to speak to one of their peers. They are able to help children with behaviour advice and during regular meetings they are able to express their concerns about specific children.

School Council

The reinforcement of good behaviour in school will be discussed at School Council meetings on a regular basis.

We have classified different levels of behaviour and will make children aware when they are not making the correct choices and what the consequences of their actions will be.

Level One	Level Two	Level Three
Not on task	Persistence of Level One behaviour	Persistence of Level Two behaviour
Disrupting another child, chatting in class at an inappropriate time	Incomplete tasks (deliberate)	Major disruption of class activity
Distraction, interruption	Refusal to work	Vandalism of school building or property
Answering back	Defiance	Stealing/intent to steal (persistent)
Not taking instructions	Deliberate destruction of another child's piece of work	Repeated incidents of bullying
Telling lies/getting others into trouble	Minor vandalism	Persistent bad language, verbal abuse and racial abuse
Verbal abuse, minor bad language.	Stealing/intent to steal	
Unsafe movement around the classroom/school	Direct verbal abuse/racial abuse	
	Threatening behaviour	Violent hitting, kicking,

Unsafe behaviour	Isolated acts of aggression- kicking, biting hitting, thumping, spitting etc.	biting, fighting
Careless damage		Aggressive, violent behaviour causing deliberate injury
Destruction of property (first occurrence)	Bullying, persistent name- calling	Abuse/ threatening behaviour towards staff/parents
Playtime incident (first occurrence)		Dangerous refusal to obey instruction
		Leaving school premises without consent

When there are incidents of poor behaviour the following guidelines will be followed:

	Reception and Year 1 Pupils	<u>Year 2 – Year 6 Pupils</u>
1	Verbal Warning	Verbal Warning
2	Time Out in Classroom (sand timer)	Time Out: 1 minute
3	Time Out in Classroom (sand timer)	Time Out: 2 minutes
4	*Remove from Class (15 mins). Child to sit quietly in another classroom to reflect on behaviour. Class teacher to inform parents. Deputy Headteacher/ Headteacher informed.	*Remove from Class (15 mins). Child to sit quietly in another classroom to reflect on behaviour. Class teacher to inform parents. Deputy Headteacher/ Headteacher informed.
5	Home/ School Behaviour Book or Sticker Chart introduced. Possible Outside Agency Involvement to offer support and advice: eg: Parent Support Adviser, Behaviour Support	Home/ School Behaviour Book or Sticker Chart introduced. Possible Outside Agency Involvement to offer support and advice: eg: Parent Support Adviser, Behaviour Support
6	Headteacher Involvement Behaviour Contract Incident logged Possible Exclusion	Headteacher Involvement Behaviour Contract Incident logged Possible Exclusion Following a risk assessment a behaviour management plan is put in place.

For Years: 2 – 6, Time out will be time off playtime, beginning of lunchtime or at the end of the day.

We will not use whole class punishments but will focus on those children whose behaviour needs to improve.

Although these procedures will be appropriate for the majority of pupils and for the majority of incidents we will adjust our behaviour policy to every child's unique circumstances. We will respond age appropriately to the behaviour being exhibited, taking into account their emotional development level. The key factors are to have a fair routine and think about the seating plan in the classroom to try to ensure that each child has appropriate space to be able to work well.

There may be some incidents (e.g.: fighting, biting, hitting or pushing, unprovoked attacks, dangerously disobeying or ignoring instructions) that are severe enough to jump the "steps."

When children are removed from class, a reciprocal arrangement between classes will be employed: We want to encourage children to be part of our school community and feel valued. Staff will try to avoid using threats and if a child has to be removed from a room we will try to present it positively eg. 'Let's go and have some cool down time....'

In the case of the younger children, a teaching assistant will accompany the child. Upon arrival, the child should explain to the teacher first why they are there and then sit quietly for fifteen minutes only. There should be a space in all classrooms where the child can sit quietly and reflect on his/her behaviour.

On returning to their classroom, the class teacher will discuss the behaviour with the child including:

- This is what I did
- This is the rule that I have broken
- This is what I will do next time

At the end of the school day, the class teacher will speak to the pupils' parents informally and ask them to return at the end of the week/ in a week's time for an update.

Restrictive Physical Intervention RPI

It is important to acknowledge the importance of good relationships and good teaching/learning, which underpin the good social/emotional development of all pupils. In order to fulfil our duty of care to all pupils, prevent harm and maintain a safe/secure environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a pupil for his/her own safety. The NYCC language for this is to 'Physically hold to care for...'

We will never use restraint as a punishment or to physically overpower a pupil who is putting themselves or others at serious risk of harm.

It will only be used

- In exceptional circumstances where any other cause of action would be deemed likely to fail.
- As a last resort where all other courses of action have failed
- With the minimum degree of intrusion.

It is the responsibility of each member of staff to make an assessment of the particular circumstances. Where it is possible, more than one member of staff should be involved and ideally where a member of staff is physically managing a pupil of the opposite sex, a member of staff of the same sex as the pupil should be present from the earliest time possible.

At the conclusion of any incident, the pupil and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward. All incidents of restraint will be recorded in the school's incident book and be reported to parents as soon as reasonably possible but always within 24 hours. The situation will be monitored regularly, and reported to the governing body.

Attachment-Friendly School

Following training about 'Attachment', we now have a useful document available on the network. This document gives information on models of attachment and advice on how to help children who have particular difficulties.

In order to help all children to be included and to be an attachment-friendly school we will use positive behaviour strategies e.g.

- Warn the child about change-countdown to transition time or adults leaving
- Explain any changes to routine and the reason why-timetable changes, supply teachers coming in etc.
- Have specific procedures for arrival in school.
- Have reliable, consistent adults – key person to seek help from (especially during noisy lunchtimes).
- 'Catch children being good' – find all opportunities to celebrate a pupil's success.
- Use win/win choices – give controlled choices so child feels they have some control.
- Have a 'calm box', of tried and tested activities/equipment which helps a child to feel calm if the adult feels they are going into overload.

Positive Behaviour at Playtimes/ Lunchtimes

Lunchtimes are an important social part of our school day. We greatly appreciate our lunchtime staff and the part they play in the social and emotional development of our children. Usually there will also be a member of the Leadership Team in the playground at lunchtime to help promote good behaviour.

We expect the children to show respect to all members of our lunchtime staff and good behaviour will be acknowledged and rewarded by all Lunchtime Staff. The children can be given a house point for good behaviour.

Where there are incidents of poor behaviour the following guidelines will be followed:

1. Verbal Warning
2. Time Out: 1 min with member of staff or "Cool Off Zone."
3. Time Out: 2 min with member of staff or "Cool Off Zone."
4. Remove from playground and sent in to Deputy Headteacher or Headteacher.

Parent/school partnership

When a child is experiencing behaviour difficulties we will talk to parents positively but honestly to help get their child “back on track.”

We operate an ‘open doors policy’ where parents are invited to discuss our approaches to developing positive, constructive relationships and exemplary behaviour. In turn we expect support from parents and carers to ensure that children behave safely and with respect.

It is important to remember that we are all working for the good of the children. Parents/ Carers should not hesitate to contact us if they have any concerns.

Some schools experience significant problems with the way in which parents behave, with teachers experiencing verbal abuse and physical threat. Thankfully, this is not the case at Hookstone Chase. However, there may be times of upset, when emotions run high. We expect however, that all people in school – pupils, staff, parents, Governors and visitors to conduct themselves in an appropriate manner that sets a good example for everyone, even when in disagreement.

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