



BEHAVIOUR POLICY

Author:	Principal
Approval needed by:	LGB
Consultation required	CEO
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School Ethos

Horninglow Primary: A de Ferrers Trust Academy strives to provide an inclusive, supportive, learning environment where children flourish and take pride in their achievements. Learners are inspired to embark on a lifelong journey to develop knowledge and skills.

Rationale

Behaviour management is a shared responsibility. At Horninglow Primary: A de Ferrers Trust Academy all staff, including those who cover PPA (Planning, Preparation and Assessment), extracurricular clubs and work at lunchtime are committed to establishing a learning environment which promotes positive behaviour and relationships where children treat each other with care and respect. Each group has access to the policy and is supported by the senior leadership team. We have an inclusive setting which supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

Our General Principles

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- Our 'Good to be Green' system (explained below) will be used as the main method to handle challenging behaviour and will be used appropriately to the child's developmental stage and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the school's routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- Significant, but not violent or aggressive incidents relating to behaviour are logged in a Behaviour log on the school Google Drive by the person dealing with the incident. These are monitored at department meetings.
- We give praise to pupils where appropriate for being helpful, polite, kind and for academic effort and achievement. The school operates a house system which is used to praise the children's attitude, learning and behaviour. These are Dojo Points and children are very keen to receive them from all staff in school. The children can also be sent to other staff, especially the Principal, Vice Principal and Assistant Principal to show their work or achievements and receive praise.
- The school has a 'Celebration Assembly' as part of Friday worship to acclaim the achievements of pupils both inside and outside of school.
- We encourage responsibility in caring for others and the environment.
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We consult with the children within the School Council to draw up rules for behaviour within the setting.
- We inform parents in establishing rules for appropriate behaviour and work closely with parents or carers when children find it difficult to follow expectations.

- We help the children to understand consequences and effects of their behaviour on others.

Acceptable Behaviour

At Horninglow Primary: A de Ferrers Trust Academy we expect all pupils to:

- Be polite and courteous to all people at all times
- Show respect and consideration for others
- Take turns and behave fairly in all situations
- Behave sensibly and move around the school in a sensible and quiet manner
- Keep the school clean and tidy
- Look after school property, their own property and that of others
- Listen to others and try to understand their point of view
- Let everyone get on with their work, including the staff
- Complete all activities to the best of their ability

The behaviours are rewarded in the following ways:

- Verbal praise/acknowledgement - Dojo points awarded leading to rewards
- Stickers
- Sending to another class for praise from another teacher
- Sending to the Principal, or other staff for special praise
- A note home to parents/telling parents at the end of the day
- Principal's Award
- Class based treats
- End of year rewards

Unacceptable behaviour

- Low level, constant disruptive behaviour which prevents others from learning or getting on with their work
- Physical or verbal bullying
- Behaviour which shows disregard for property and could damage that property
- Use of rude or abusive language; this includes swearing and use of offensive words
- Anti-social or aggressive behaviour directed at others e.g. hurting others physically or threatening them
- Anti-social or aggressive behaviour directed at others particularly on the grounds of race, culture, gender or ability e.g. name calling
- The playing of rough or dangerous games

Unacceptable behaviour will be dealt with according to the 'Good to be Green' model described below.

Pupils in EYFS (from the statutory framework for the early years foundation stage)

3.52 Providers are responsible for managing behaviour in an acceptable way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early

years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will have committed an offence), where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parent and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53 Providers must not threaten corporal punishment and must not use or threaten punishment that could adversely affect a child's well-being.

Children in our Reception classes and in our Nursery also follow the good to be green reward system.

Pupils with Special Educational Needs

Children with special educational needs may receive intervention from external agencies. School will use the strategies suggested by them so that every effort is made to ensure children make progress in all aspects of education. School will liaise with parents/guardians so that the strategies are applied both at school and at home. Parents/guardians will work in partnership with the school and use methods recommended by external agencies as well as school. Some children have individual behaviour plans and a risk assessment is carried out using the EVOLVE system to support them off site.

Behaviour in Collective Worship

Silence on entry to and exit from assembly is expected. Listening to music and looking at the person speaking, Children sit cross legged on the floor. Children should show respect for the person leading the assembly as well as for others who are listening and participating in the worship session.

Behaviour at Playtimes and Lunchtimes:

Staff on duty will blow a whistle for children to stand still. Classes will be asked to walk in sensibly.

During break time and lunchtime there should be no children in school buildings unless supervised by an adult or going to the toilet after seeking permission from an adult. Lunchtime behaviour is monitored by the lead Midday supervisor. Lunchtime Supervisors are responsible for giving yellow and red cards for poor behaviours and sharing these with the classroom based staff. Dojo points are also given as a reward for good behaviours by the staff.

Behaviour Strategy

The main behaviour management system we implement at Horninglow Primary: A de Ferrers Trust Academy from September 2015 is referred to as 'Good to be Green'. This is a consistent strategy which is a nationally recognised behaviour management system based on Assertive Discipline. Mrs N Hill is a National trainer for this system and has worked with the children and the staff to implement this system successfully in school.

Good to be Green Behaviour Scheme at Horninglow Primary: A de Ferrers Trust Academy

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day, with a green card start to every day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is rewarded.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences.

Sometimes, just the mention of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. A red card which would then have a consequence a 15 minute detention at lunchtime for Infant children and a 30 minute detention for Junior children. They will be with a senior member of staff for this time after they have eaten their dinners or sandwiches.

Parents/carers will be called into school to discuss the behaviour and new expectations set. Ongoing red card behaviour could result in a temporary/ permanent exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified and a meeting held in school to discuss support.

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behaviour and these rewards are to be worked out by the school council pupils.

We ask parents to support their children by asking them if they have stayed "green" each day and by talking about poor behaviour if they have been given a yellow or red card.