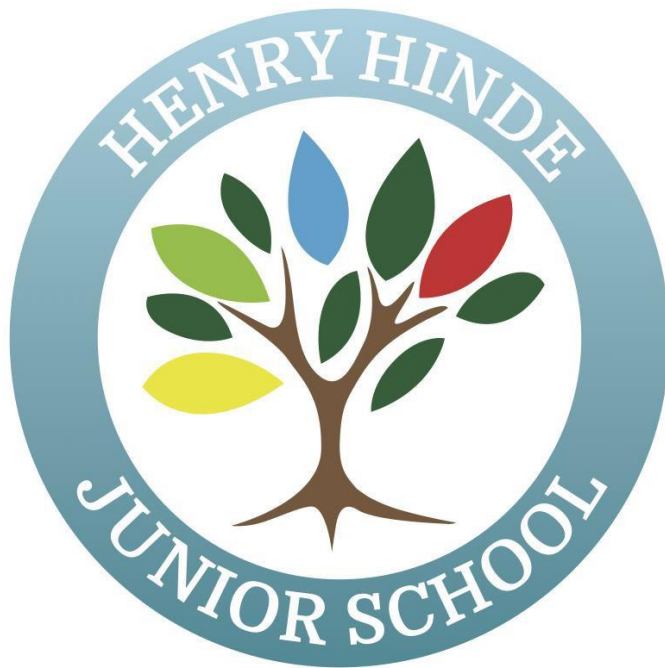


Henry Hinde Junior School



Behaviour Policy

September 2022

Adapted in line with the behaviour & discipline in Schools

Ref: DFE-00023-2014 (Last updated 9th July 2020) and conforms to the equality act 2010 (last updated 17th August 2020)

A consistent approach to behaviour management.

This policy sets out to define a code of appropriate for Henry Hinde Junior School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual in school.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, respectful, well-mannered and helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Henry Hinde Junior School and to feel that it is a place where they are safe to learn without disruption or fear of bullying. Teachers have the power to confiscate property if it is impacting upon behaviour or learning.

We have high expectations of work that should be completed in lessons and teachers will ensure that all children complete their work to the standard expected, otherwise sanctions outlined will be followed.

It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset we recognise that there is a distinction between emotionally disrupted behaviour (which may be a Special Educational Needs issue) and poor behaviour.

The general standard of behaviour is the collective responsibility of the whole staff. This maybe during the school day, school trips or outside of school. (if the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or adversely affect the reputation of the school).

Every time a child displays unacceptable behaviour it must be challenged or it will be seen as condoned. These aims are best achieved in a hardworking, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing. We aim to emphasise the positive rather than criticise.

We encourage all members of staff to praise in a number of ways:

- A quiet word of encouragement
- A positive written comment on a piece of work
- House points / Dojo points
- A visit to another member of staff, or the Principal.
- Praise in front of the group, class or whole school.
- Acknowledgement by presentation at a good news assembly
- Giving a special privilege
- Display of work
- Inviting parents / carers in to share good work
- A phone call home to share good news.
- A letter home to parents / carers informing them of some action or achievements deserving praise.

The following actions have consequences:

- Unacceptable behaviour
- Fighting or play fighting
- Breaking school rules
- Failing to follow instructions
- Not completing work to an expected standard.

Our good news assemblies publicly recognise good behaviour. A weekly good news assembly takes places.

When unacceptable behaviour is displayed, all members of staff follow the outlined policy and these powers lie with them. We attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community. Henry Hinde Junior School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make.
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual.
- Relationships are vital between everyone at every level.
- We all make mistakes sometimes and are willing to admit if we are wrong.
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

<p>All staff will always avoid:</p> <ul style="list-style-type: none"> • Humiliating – it breeds resentment • Shouting- it diminishes you • Over reacting – the problem grows • Blanket punishments – the innocent will resent them • Over punishment – never punish what you can't prove. • Sarcasm • Leaving pupils outside rooms 	<p>All staff will always:</p> <ul style="list-style-type: none"> • Keep calm • Listen • Be positive • Build relationships • Carry out any warnings that have had to be made. • Be consistent • Follow up problems to their conclusion. • Always apply school rules.
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Behaviour Strategies and the teaching of good behaviour; It's Good to be Green

Rewards and Sanctions

Each class has a child friendly version of our Good to be Green rules displayed on the classroom wall. It shows the basic rules of the class along with a list of consequences if they are not followed.

Rules for children

- I will use the right voice at the right time
- I will keep my hands, feet and objects to myself
- I will follow directions straightaway

Our Values

Responsible
Enthusiastic
Successful
Problem Solvers
Enquiring
Collaborative
Thoughtful

ITS GOOD TO BE GREEN

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turn their card to green (NO CHILD SHOULD START THEIR DAY ON A YELLOW OR RED CARD FROM THE PREVIOUS DAY) The warning and consequence cards work in the way described in the section 'Disciplinary Measures'. At the end of the day any child who is still on Green gets a house point on their chart. Any class that has everyone on green at the end of the week will be rewarded in assembly on a Monday. If a child goes home having earned a yellow or red card, this is recorded on the class monitor chart. The behaviour mentor will collect this data weekly and share with the Principal. Weekly updates are emailed to every member of staff each week, half term, end of term and end of the academic year. This information is passed onto pupils by their class teacher and also delivered in a whole school assembly by the Principal.

HOUSE POINTS CHARTS

As a child enters school they are assigned a house.

Every class has a house point chart. This is central to the house system. A child can receive a house point for various things. The following are automatic house points:

- Being on green at the end of the day = 1 house point
- Being green all week = 10 extra house points (total 15 per week)

Staff will also give house points for good work, good behaviour and personal achievements and so on.

The children put their house points on their chart and add a point to their houses and Dojos.
1 house point = 1 Dojo

Pupil Support Systems

We have personalised behaviour plans to support children with specific needs. These are formulated in an Individual Education Plan (IEP) that is shared with staff. Some of these children are supported at break time and lunchtime with 1:1 support.

Our Behaviour Mentor also works with individuals and their teachers who show challenging behaviours.

Managing Pupil Transition

Lengthy and thoughtful transition work takes place with the feeder secondary school involving children having time to meet with the pastoral head of year and complete work and testing for them. All school that we send children to are sent progress and personal information about the children and they have designated meetings with the SENCo.

Lunchtimes

No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime will result in a cooling off time by the pupil in the Elder room which will be supervised by the Behaviour Mentor.

Disciplinary Measures

A child may be asked to stay in over a break or lunchtime to complete or redo work if it is not completed to an expected standard.

Teachers will try to discover the facts and who is involved in a given situation. They will then decide the appropriate action or strategy to be employed. We have adapted the 'It's Good to be Green' behaviour strategy. Each class has a wall chart with all of the cards. It follows the following steps.

- 1) A warning look
Child given a chance to make a fresh start.
- 2) Quiet verbal reprimand.
Child given a chance to make a fresh start.
- 3) A second verbal reprimand with a reminder to follow instructions.
- 4) Child gets a warning card for the chart. Child given a chance to make a fresh start and change their card to yellow.
- 5) Any child receiving a red card will go to the Elder room as follows:

Red card issued during Lesson One – pupil goes to the Elder room at playtime.

Red card issued during Lesson Two – pupil goes to Elder room at lunchtime.

Red card issued during the afternoon – pupil goes to the Elder room the following break time.

Please ensure you use CPOMS to (assigned to the Head Teacher and the Behaviour Mentor) to record and red card incidents so that a permanent record is kept and a reason can be given on the letter sent home.

- 6) If a child has already been issued with a red card and they continue to show challenging behaviour, they are sent to the Behaviour Mentor (**with work to complete**). If a child is sent to the Behaviour Mentor three times in one week, they are placed on WHITE report. The Behaviour Mentor will need to see the report at the end of every day.
- 7) Three fails on WHITE report will result in that child going on YELLOW report, reporting to the Deputy Principal with their parent at the end of the school day.
- 8) Three fails on Yellow report will result in that child going on RED report, reporting to the Principal with their parent at the end of each school day.
- 9) An alternative provision maybe offered to those parents who are working and cannot speak to the Principal and Deputy Principal.

Report System

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each sessions (including playtime and lunchtime) signed by appropriate member of staff. If a child fails 3 times, a red report will be issued. After passing a report the child will step back a level i.e. from red to yellow then to another yellow then off report. (see flowchart in appendix 1 for more detail).

When a child is placed on yellow or red reports, parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. The behaviour mentor will keep all completed reports. A failed red report may lead to a fixed term exclusion. The Principal can take the decision to exclude a child, and in her absence the Deputy can make the decision. In the absence of both the Principal and the Deputy another senior member of staff may decide to exclude a child. The LA National Exclusion Guidelines are followed at all times.

Disruptive pupils will be placed in the Elder room away from other pupils for a limited period, in what is often referred to as an internal exclusion.

Behaviour Support Team will be requested for children who display consistently challenging behaviour and the agency work with school to offer advice on behaviour. This advice is often extended to parents.

Some incidents lead to the immediate red report such as; fighting, hurting another child, abusive or threatening behaviour towards other children or adults.

Racist Incidents

Henry Hinde Junior School takes a no tolerance view to racism (see our anti-racism policy). All incidents are recorded, reported and investigated according to the schools Racist Incidents Recording, reporting and investigating procedures.

Guidelines in intervening in Fights / Disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However, if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember the following:

- Our first duty is to prevent any harm to any pupil.
- We need to set an example to pupils as to handle difficult situations.
- To assess the severity of the situation.
- To send a reliable child for additional help if necessary.
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice.
- Standing between the pupils may be appropriate to stop the fight.
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else. See the schools Positive Handling Policy).
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story.
- We will always listen to children.

If a pupil leaves class without permission, we will establish where he or she has gone. Teachers must not run after them but will send a message to the Behaviour mentor and or a Senior Leader for support. It is advisable to keep a watchful eye on any child who has taken himself or herself out of the school building and possibly out of the school grounds, unless this provokes to child to run further. If a child is no longer on the school premises parents will be contacted. If they are not at home police will be informed that a pupil has left school and is at risk.

You have been put on WHITE report by Mrs Round because you have been given three consequence cards in one week and we need to monitor your behaviour. We expect that your behaviour will improve and you understand that it's good to be green!



The reason you are on WHITE report is.....

WHITE REPORT

A completed report needs to be taken to Mrs Round BEFORE the child can finish their report
Lost Report = start again

	Lesson 1	Break time	Lesson 2	Lunchtime	Lesson 3	Lesson 4	Mrs Round
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

If a fail is given by an adult a reason must be given

Your child has been placed on report by Ms Swidryk for not following the school's behaviour policy. Yellow report means that your child has already been on white report and not improved their behaviour. Failure to improve will result in the Principal putting your child



The reason you are on YELLOW report is.....

YELLOW REPORT

A completed report needs to be taken to Ms Swidryk BEFORE the child can finish their report
Lost Report = start again

	Lesson 1	Break time	Lesson 2	Lunchtime	Lesson 3	Lesson 4	Miss Stewart
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

If a fail is given by an adult a reason must be given

Your child has been placed on report by Miss Nurse for not following the school's behaviour policy. Red report means that your child has already been on white and yellow report, but still has not improved their behaviour. Failure to improve will result in the Principal considering exclusion from school.



The reason you are on RED report is.....

RED REPORT

A completed report needs to be taken to Miss Nurse BEFORE the child can finish their report

Lost Report = start again

	Lesson 1	Break time	Lesson 2	Lunchtime	Lesson 3	Lesson 4	Miss Nurse
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

If a fail is given by an adult a reason must be given

Step One	A warning look
Step Two	A verbal warning
Step Three	A second verbal warning
Step Four	A Yellow card will be issued
Step Five	A Red card will be issued and a consequence given

If you receive three Red cards in a week you will be sent to Mrs Round and placed on White report.

If you are sent to Ms Swidryk, you will be placed on Yellow Report

If you are sent to Miss Nurse you will be on Red report.