

# Positive Behaviour Policy



## Achievement through Happy Learning

At Hatton Hill Primary School we believe that good behaviour is the key to both a successful education and high levels of happiness. Great pride should be taken in a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. Our approach to developing positive behaviour by all members of our community is underpinned by the school's vision and values and its commitment to teaching the fundamental British values of democracy, Rule of Law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

### Within our School's Community:

- We aim to encourage high standards of work and behaviour, emphasising praise and positive reinforcement. Through a positive approach, we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour.
- We believe strongly in the importance of promoting and praising good behaviour.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.
- We aim to provide care and support for our children by ensuring they learn how to manage their behaviour appropriately.
- We aim to promote high standards by modelling positive behaviours at all times. We give children choices and make it clear as to the consequences of the choices they make.

- We believe that children have rights and responsibilities. Learning, understanding and applying these is the beginning of good citizenship.

## Why Positive Behaviour Management?

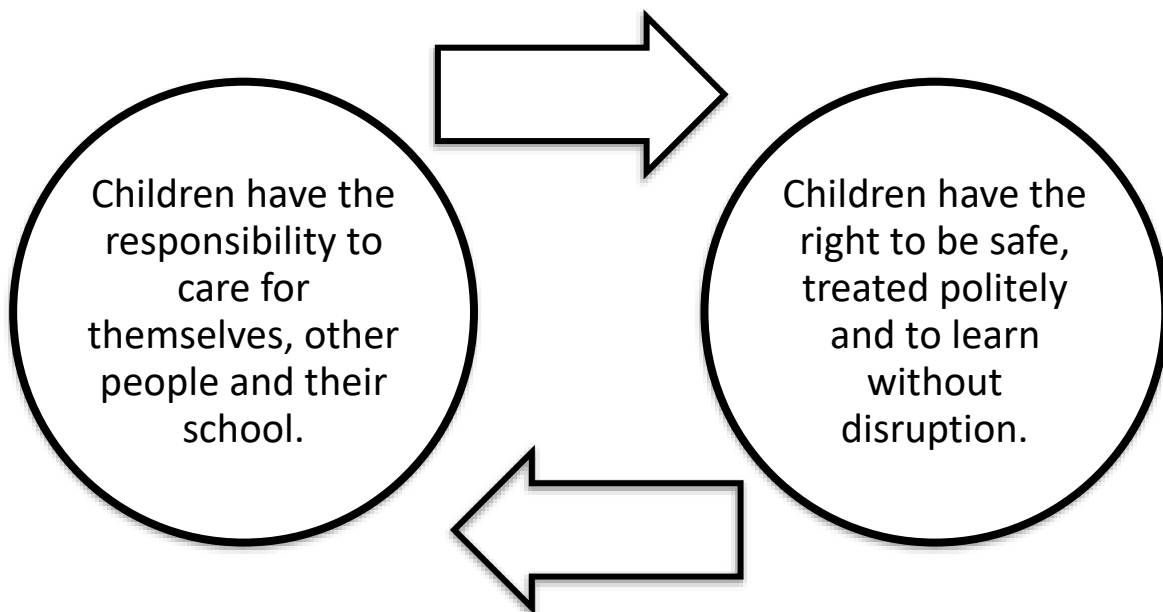
In the ever changing and highly technological world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. This enables them to become good citizens who can apply a core set of values and a strong sense of their own character to different situations throughout their lives.

Our aim within our school is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

## School Rules: Our Right and Responsibility



Our rules reflect our values and set our expectations for all children at all times. Children are actively taught to understand our values through their learning in the curriculum and beyond. Our school rules remain the same throughout a child's primary school career. As our children grow and mature, so too does our level of expectation and the complexity of the basic rules. Children will also be taught to recognise that our rules reflect British laws to which all in our society must abide as they progress through the school.

**For Early Years Pupils:**

- ✓ Kind words
- ✓ Kind hands and feet
- ✓ Be friends
- ✓ Play nicely
- ✓ Best work
- ✓ Good listening
- ✓ Look after everything
- ✓ Do as adults say
- ✓ Take turns and share

**For Key Stage 1 Pupils:**

- ✓ I will speak only kind words
- ✓ I will play sensibly
- ✓ I will listen when someone else is talking
- ✓ I will do my best at all times
- ✓ I will look after my own and other people's belongings
- ✓ I will do as the adults in school ask me to
- ✓ I will make people happy

**For Key Stage 2 Pupils:**

- ✓ I will speak kindly, politely and respectfully
- ✓ I will go calmly and quietly around school
- ✓ I will listen carefully, and speak when it is my turn
- ✓ I will ensure members of my class can concentrate on their learning
- ✓ I will treat all people and equipment with respect
- ✓ I will respond promptly and politely to requests from adults
- ✓ I will be ready for all lessons promptly and be properly equipped for all lessons
- ✓ I will ensure that those around me can play safely and happily

This way of working, playing and behaving (our rules) is central to our approach to positive behaviour. School rules are on display in every classroom and are continually reinforced through a clear system of rewards and sanctions.

## Rewards

Our expectation at all times is that children will behave. However, good behaviour is learnt and we believe that praise is the most powerful form of influencing children's behaviour for the better. Children, like adults, appreciate real rewards as well as our intrinsic praise. As such we recognise and reward positive behaviour in a number of ways:

- **Smiles and words of praise** affirming our pleasure in a child's work or behaviour. Staff who witness very good behaviour around the school endeavour to communicate this with a child's classteacher.
- **Written praise** in books or on praise pads to take home.
- **Stickers** placed in books and/or on clothes from the classteacher, welfare and (for exceptional work) the Headteacher or Deputy.
- **Table points** to recognise collective achievement. Table points make prizes too!
- **Stars.** Class teachers award star of the day and/or star of the week.
- **Class Charts.** This online reward scheme allows teachers to reward children in a timely manner. Parents and Carers are able to view their child's behaviour in real time. Children are awarded points which translate into spending power in the online shop. Congratulation emails will also be sent to parents for special achievements.
- **Golden Time** for children in Key Stage 1 and lower Key Stage 2 who have adhered to the school rules all week. This is a short period of time in which children are given the opportunity to choose a calming activity (e.g. board games, craft, reading...) at the end of a busy week of learning in the company of their peers and friends.  
  
**Treat Time** Early years do not have a formal Golden Time. However, as a reward for good behaviour, children are given 'Treat Time' when their teacher is particularly proud of their good behaviour.
- **Lucky Dip.** In Early Years, children receive a lucky dip prize from the classteacher once they have completed a row of ten on their Praise Chart. The Lucy Dip prizes are achieved more quickly in recognition of the age of the children.
- **The Reward Shop.** In Key Stage One and Two, we encourage an element of deferred gratification. Children are able to swap their Class Charts for prizes in The Online Reward Shop. The more points they save; the better the prize.

- **Merit Certificates** are awarded each half term recognising individual achievement in the areas of: Achievement (high standards), Attainment (good progress) and Attitude (good behaviour/manners). A child in Year 2 and Year 6 also receives a special trophy for exceptional achievement in one area over a sustained period of time – this is decided by all teachers.
- **Attendance stickers** are awarded each half term for ‘Good’ and ‘100%’ attendance recognising the commitment of a child and their family to attendance at school. Each child who receives a sticker is entered into a prize draw for a voucher.
- **Attendance trophies** are awarded to the class in the Infants and the class in the Juniors with the best attendance. Inside the trophies are treats.
- **The Carol Cooper Presentation Award.** This trophy is awarded to a child every half-term in recognition of beautiful presentation of self and work. It is in memory of a dear colleague who always demonstrated such qualities.
- A **Mufti Day** is awarded on the last day of each half term to the class who has lined up the best on the most occasions in both Infants and Juniors.

## Sanctions

We expect good behaviour at all times and any sanction is the result of a broken rule. Discussion with children about their behaviour will refer overtly to the broken rule in question. However, we give children ample opportunity to recognise and modify poor or inappropriate behaviour as part of the learning process and development of the whole child before sanctions are used. Broken Rules will be communicated via Class Charts and Behaviour Letters will be sent via email.

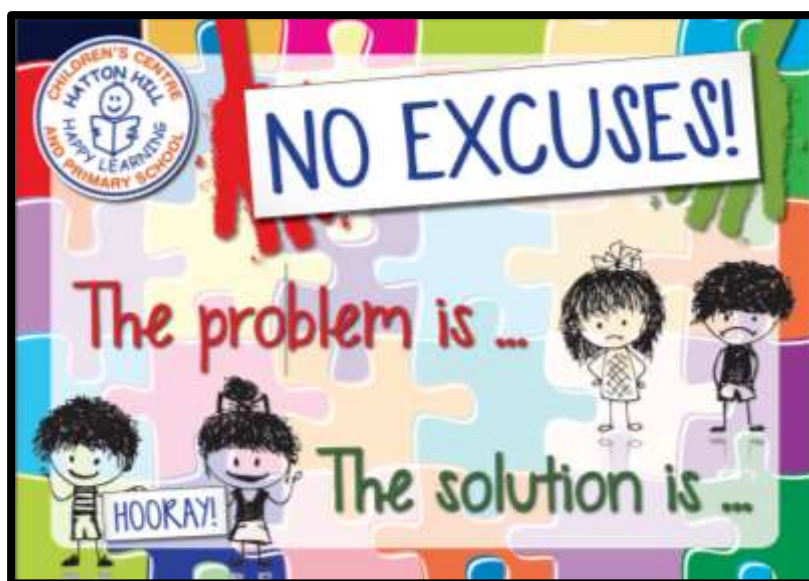
- **Low level reminders (first warning).** It is important that a child feels that the teacher has dealt with them fairly and given him/her appropriate opportunities to do the right thing. Like parents, teachers use a host of low level reminders to support compliance to good behaviour! Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices, for example, tactical ignoring or pausing.
- **Visual reminders (second warning).** Each classroom has a traffic light system of green, amber and red. Children aim to remain on green at all times, but if a teacher notes that a child has broken a school rule they will be warned and their name will be moved to amber as a warning. Good behaviour may be noted and a child moved from amber

back to green. However, on breaking a further rule a Junior aged child would move to red and be given a 'broken rule' which they will record on a chart. At Key Stage 1, the child will move one rung down a ladder. Both provide a visual reminder to children of the importance of following rules.

- **Missed Golden Time (reflection time).** For each broken rule, a child will miss two minutes from their Golden Time. This is to provide an opportunity to reflect on their behaviour independently or with the classteacher.

**Missed Treat Time (thinking time).** In Early Years children may miss a small part of their Treat Time to allow a period in which they can think about their behaviour. The teacher may support their thinking to help a child develop the skills of self-reflection.

- **Poster (reflection time).** Children of all ages are encouraged to reflect on their behaviour and the associated feelings of all parties. They are both taught and encouraged to find solutions when things have gone wrong. Often this is as simple as learning how to apologise.



- **Missed breaktimes (reflection time).** It is important that a teacher has the opportunity to talk to a child about their choices and the consequences. It is also important that children have an opportunity to reflect on their behaviour. However, a child's behaviour should never impact on his/her learning or the learning of the class so this may take place during a breaktime. During this time the child remains in the care of the classteacher.
- **Working out of class (reflection time).** Sometimes when a child has misbehaved they can find it difficult to resolve the situation. Occasionally, a teacher may ask a child to

continue their work in another class to give the child time away from their peers to reflect on their actions. They will return to class at the earliest opportunity.

- **Lunchtime detention (reflection time).** At Key Stage 2 children may be asked to stay in at lunchtime under the supervision of a senior teacher. This time is used to catch up on work that has been missed as a result of poor behaviour.
  
- **Leadership Team Involvement.** If pupils continue to make the wrong choice about their behaviour they will be referred to the Headteacher or Deputy. Depending on the severity or regularity of the behaviour, the pupil will discuss their actions with a view to one of three outcomes:
  - A. Reflection time with senior staff (using restorative conversation). Pupil thinks of strategies to repair situation and reports back to the Head of School at the end of the day.
  - B. Phone call or letter home. Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.
  - C. Parent / Carer meeting. This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the support of all staff working with the child.
  
- **Communication with home.** At Hatton Hill we work in close partnership with parents and value the support they give. For this reason school will communicate with parents swiftly if their child's behaviour has caused concern.

**Broken rule letters.** The name of a junior child who has broken a school rule will be recorded on a chart. If they break 3 rules in one day or 5 in a week the teacher will complete a B1 form as a record for the headteacher. Class Charts will inform parents of the rules which have been broken and an email will then be sent to parents reinforcing the school's expectations.

**Incident letters.** Where a one-off incident of unacceptable behaviour, for example an act of aggression, has been witnessed by an adult or is deemed to have taken place after investigation, a B2 form will be completed and an email will be sent home immediately.

**Serious incident letters.** Parents will always be informed if their child has used language which is considered homophobic, sexist, racist or relate to a person with a disability. Such incidences will be investigated by a senior member of staff and will include discussion with the child(ren) involved. Specific emails are sent for inappropriate language, such as swearing or vulgarity. The severity of the outcome will depend on the outcome of the investigation and parents should be clear that such behaviour will never be tolerated at our school.

**Lunchtime letters.** Lunchtime behaviour is supervised closely by our welfare staff with the support of senior management. Incidents of inappropriate behaviour are communicated with teachers and recorded on Class Charts. If a name occurs in the book on three occasions, or if a serious incident occurs (see above), an email will be sent to parents.

## **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. Inappropriate behaviour can be symptomatic of a number of issues which need to be carefully explored and managed. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets or notes from class teachers and other professionals working within the school will be collated to provide the senior staff with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- SEN Support Plans
- Education and Health Care plans
- Positive Handling Plans
- Pastoral Support Programmes
- Support from external professional agencies

## **Fixed-term and Permanent Exclusions**

If a pupil is excluded from the school this will be undertaken within the Sefton Exclusion Guidelines. On return to the school, a plan will be developed to support the pupil's reintegration into the classroom.

**We do not wish to exclude any child from school, but sometimes this may be necessary.** The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.



If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline for inappropriate behaviour beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Posing a threat to another pupil, member of staff or member of the public
- Could adversely affect the reputation of the school

## **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school

- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site
- Sensible and responsible use of technology in its many forms

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. If the behaviour reported to the school is criminal or causes threat to a member of the public, the police will always be informed.

### **Sanctions and Disciplinary Action – Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

### **Multi Agencies and External Advice**

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- SEN Support Plan
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions, for example with our Learning Mentor.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable

- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

## **The Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

*Policy on Safer Handling. Please always refer to this more detailed guidance.*

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

### **Action as a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

## **Violent Extremism**

Within our society there are accepted norms. It is never acceptable to promote the use of violence to achieve one's aims. It would be rare for a child of primary age to become involved in extremist activity. However, from an early age children can be exposed to extremist influences or prejudiced views, for example, via the Internet. Even watching the news can leave children with pertinent questions as it exposes them to experiences beyond their own. They may struggle to reconcile such experiences independently.

It is important that our children understand British values and develop as global citizens capable of making informed decisions which fall within the socially acceptable norm. It is also important that they develop a strong sense of their own character and belief system which will provide resilience to extremist views. To support young children through this journey, the school will:

- ✓ promote the British values of democracy, Rule of Law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- ✓ promote an understanding of universal rights and responsibilities; community cohesion, equalities and wellbeing
- ✓ allow space for debate by exploring a range of age-appropriate issues, for example, 'Should dogs be allowed on the playground?', in a way which promotes critical analysis
- ✓ encourage active citizenship and pupils' voice developing an understanding of democratic ways of voicing one's opinion
- ✓ promote pupils' wider skill development in teaching and learning, for example the social and emotional aspects of learning
- ✓ teach pupils how to share grievance in an appropriate and acceptable manner
- ✓ support effective e-safety, working with both parents and children
- ✓ implement an effective anti-bullying policy
- ✓ focus on narrowing the attainment gap for all groups
- ✓ develop links with families and local communities, including through extended schools to promote cohesion
- ✓ increase staff confidence in discussing/debating controversial issues

- ✓ raise staff awareness on key issues, particularly locally
- ✓ form good links with police and other partners to share information
- ✓ access external support from statutory or voluntary organisations