Holden Clough Primary

Behaviour Policy



**2024**

Holden Clough Behaviour Policy

### Our values

The following values inform our behaviour policy and expectations of members of our school community:

***“A family of independent life-long learners that reach for the stars”***

At Holden Clough Community Primary we have **‘STAR QUALITY’**

**S** - We enjoy change and challenge, demonstrating **STICKABILITY** in everything we do

**T** - We love learning and laugh a lot **TOGETHER**

**A**-We strive for excellence and **ACHIEVEMENT** in everything that we do

**R**-We value and **RESPECT** each other as friends and celebrate our differences

**Staff and Governors of Holden Clough Community Primary believe that…**

At Holden Clough Community Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non- negotiable standards of personal behaviour, which are based on our Golden Rule;

**‘Treat everyone the way you would like to be treated’**. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means:

* We are friendly and we treat others properly
* Respectful and tolerant
* We look after our school and classroom
* We are polite, kind and honest
* We work hard produce our best
* We share happily
* We make the right choices
* We line up sensibly and walk round the school on the left hand side.

### Our approach

Our behaviour policy is built on the following principles

* The right to be respected by everyone
* The right to learn and to teach
* The right to feel safe

We believe these rights are most likely to be achieved when there are clear rules and people understand their responsibilities.

### Code of Conduct

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| --- |
| **For a safe and happy school we are expected to…**  \\Server2k12\UFILES\UDATA\Teacher\faik.kordemir\Desktop\Small logo.jpg   * **Arrive at school on time;** * **Wear our school uniform;** * **Show respect to everyone in school;** * **Be truthful, well-mannered and kind;**   + **Take pride in our school building;**     - **Look after our books;** * **Walk sensibly and quietly in the corridors;**   + **Keep our school litter free;** * **Set a good example to others;**   + **Exercise self-control; and** * **Line up quickly and quietly when we are asked to.** |

**How do we do this?**

For this policy to work it is important that procedures are consistent across the school by all members of the wider community. It is important that as a staff we are consistent in our expectations of the standard of pupil behaviour which we expect. At the start of the academic year the school rules are reviewed between the teacher and all the pupils. These rules should be clearly displayed in all classrooms.

Teachers will establish clear routines and expectations to ensure that classroom organisation supports behaviour management.

Teachers need to know their pupils as individuals. They should plan and organise lessons to keep pupils interested, motivated and challenged. Adults and staff are expected to be polite and thoughtful to each other. Adults and staff are expected to ensure good, positive behaviour and discipline throughout the school. These help form high expectations and ensure that children have clear working boundaries for behaviour in school.

### Our rewards

We at Holden Clough Community Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children’s best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

* Verbal praise and smiling at children
* Verbal praise or postcards to parents about their child
* Sticker, badges or stamps
* Star of the Week
* Certificates
* Written comments in books/ diaries
* Sending the child to another teacher, Deputy Head or Headteacher for praise.
* Award of special privileges e.g. VIP table at lunch time
* Class Dojo Points & Table Points

### Stars of the Week

Every week each teacher will choose a pupil to be the class’s Star of the Week. This award will be given right through all classes from Y1 to Y6.

The areas of reward are as follows:

* English
* Maths
* Learning Behaviour
* Endeavour
* Curriculum focus

The class teacher will choose two pupils, who in their opinion have made a significant contribution in the chosen area.

The awardees will be presented with a certificate and a golden star in our Assembly and their photograph will be displayed on the Class Dojo.

Their names will appear in the Weekly Newsletter.

*At the end of each half term, teachers will choose two pupils who have displayed exemplary behaviour/ work. Their certificates will be presented in a special reward assembly (****Platinum Star Assembly****). The pupils’ parents/ carers will be invited to this assembly and the children’s names will be recorded in the ‘Golden Book’.*

### Attendance Rewards

Weekly 100% attendance stickers and £10 attendance class voucher or winning class reward stickers if below 100% and attendance cup. Certificates and a treat will be awarded at the end of the school year for 100% attendance. Pastoral Care Leader will monitor attendance and liaise with EWO.

### Children with Behavioural difficulties and positive physical intervention and safe handling

We work hard to ensure our behaviour system is fair however we understand that some children may need additional support with their behaviour. We work hard to quickly identify children who have difficulties with behaviour. These children are supported by behaviour plans. All behaviour plans that are written are underpinned by the values, aims and responsibilities that form this policy. We recognise that whilst we aim to follow all the systems for all children it may be necessary to consider how these systems and routines can be adapted for children with behavioural difficulties.

These behaviours could be violence towards others self-injury disregard for safety and deliberate damage to property.

If this is the case a risk assessment should be carried out to determine whether team teach is needed. HC have qualified staff in team teach to calm children and de-

escalate situations. Staff know how to safely handle children if it becomes necessary. Records are kept and parents informed.

### Sanctions & Consequences of Inappropriate Behaviour

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Holden Clough Community Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules in order to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

* Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
* Make clear that it is the behaviour which is being addressed and this is not a personal matter.
* Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide a reminder that recalls the rules, reinstates the limits and teaches alternative behaviours.
* Make responsible choices- remind the pupil they need to make good choices.
* Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

There are series of procedures to follow with possible consequences which are followed see appendix 1 and 2.

We believe that all children are individuals and we recognise the differences

between children’s personal development from nursery when compared to children in year 6. This is to enable class teachers to use their professional judgments to differentiate their response appropriately to individuals in their class.

The traffic light system has been established to sit alongside our reward systems. Traffic lights are used by staff in their classrooms as a positive aid to help children visually see how serious their inappropriate behaviour has been and to hopefully stop children from being disruptive.

### Traffic light - How it works

There are three stages to our traffic light system- Green, Amber and Red. At the beginning of every day the children start off on the traffic light system.

If they make a wrong choice then they are given an initial warning about their behaviour and told what they need to do to make the right choice.

**Green**

At the beginning of every day the children start off on green on the traffic light system. If a class stays on green all day they receive praise and an additional reward.

If they make an irresponsible choice then they are given an initial reminder about their behaviour and told what they need to do to make the responsible choice.

**Amber**

Children arrive at amber if they continue to make the irresponsible choices. Again a firm clear description of the wrong choice is given linked to the school rules and class rules and they are told again how to change their behaviour.

### Amber Consequence equals 5 minutes thinking time away from children if they can explain why they were moved to amber and make the right choices they can move back to green.

**Red**

Children arrive at red if they have continued to make the irresponsible choices. The irresponsible choices are clearly described and they are told again how to change their behaviour.

### Red consequence-. Children will miss 15 minutes of their playtime/ lunchtime. The class teacher will refer to the phase leader if more than once in a week.

**All children moved to red must be recorded on CPOMS. If there has been 2 occasions, the parents will be informed. If this behaviour continues, it must be referred to SLT.**

The traffic light system is designed so children move up and down the lights. If this system is having an adverse effect on the emotional wellbeing of children, then alternative means may be used as appropriate. We want our children to be moving back to green to show good learning behaviours.

### Exceptions to the traffic light system

Violence resulting in physical harm, bullying, stealing, leaving the school premises without consent (absconding), vandalism, major disruption of others learning.

**Consequence – referred to the Head Teacher or Deputy Head who may have to carry out an investigation and decide to:**

* **Impose a substantial loss of playtime(s) and/or privileges**
* **Send a formal letter home to the parents or carers requesting a meeting at school at the earliest possible opportunity**
* **Send a warning letter home that the child may be excluded from school for any subsequent misbehaviour.**
* **In exceptional circumstances exclude\* the child from school.**

\*There are formal written procedures for the exclusion of a child from School and the right to appeal against a decision to exclude. These are sent to parents and carers with the letter informing them of the terms of their child’s exclusion

The Head teacher or SENCO may recommend to parents a referral to the Educational Psychologist. If parents fail to respond to concern about behaviour the Head teacher/Learning Mentor/SENCO may involve outside agencies.

**Exclusion**

**(See school policy)**

**Racists and homophobic incidents (See Anti- bullying policy)**

**Bullying**

At Holden Clough we are focused on ensuring every child has a positive experience at school and bullying is taken seriously. Bullying can take many forms, some of them easier to detect and deal with than others.

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken. Bullying is not;

* single episodes of social rejection or dislike
* single episode acts of nastiness or spite
* random acts of aggression or intimidation
* mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying, and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

### Bullying Behaviour

* Child on child abuse
* Use of aggression and physical force
* Threats
* Intimidation
* A group of children working together against one child (or smaller group) to make them feel vulnerable
* Persistently ignoring and leaving someone out of activities
* Repeated unkindness and insult
* A whispering campaign
* Online bullying using social media such as Whatsapp, TickTockm, Instagram
* Recording inappropriate beliefs/behaviours and sharing online
* Sharing inappropriate content

**Children’s strategy for dealing with bullying** - Please refer to anti bullying policy

### Adult response to bullying

* Encouraging all children involved in any way, to untangle the events which led up to the bullying, review their own actions and consider the results.
* Talk to witnesses
* Record incident on CPOMS and investigate incident
* Plan a way forward to avoid repetition
* Review the Plan after a few days to ensure it is working and modify as necessary
* In more serious or repeated cases contact the parents.

This may lead to:

* + Agreed actions between school, parent and child
  + Child being assigned to pastoral team
  + Nurture groups for victims of bullying and or bullies
  + Possible team meeting
  + Short term exclusions
  + Continued or very serious incidents may lead to an immediate exclusion from school
  + Referral to relational inclusion champion

**Causes of Inappropriate Behaviour**

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

|  |
| --- |
| **In School Factors:** |
| **The Environment**   * Lack of proper ventilation * Physical problems of limited space * Special occasions which cause excitement, e.g. Christmas, Fire Drills etc |
| **The Child**   * Tired due to lack of proper rest * Hungry due to insufficient or inappropriate food * Poor or inappropriate social skills * Need for attention from teacher or parent * Has health or medical issues * Has suffered from ACES * A diagnosis that may effect learning behaviours |

|  |
| --- |
| **The Teacher**   * Offering poorly designed curriculum leading to either frustration or boredom * Lack of knowledge of pupils * Poor management skills such as being inconsistent, laissez-faire, over- reliance on domination or lack of reinforcement of appropriate behaviour * Lack of clarity in explaining expectations for behaviour or subject * Lack of or confusing instruction on subject matter * Lack of professional development * Teacher stress |
| **Out of School Factors:** |
| **Family Circumstances**   * Child’s position in the family * Child’s relationship with parent/siblings/grandparents etc * Divorce/ bereavement * Mental health problems * Family trauma * Alcohol or drug addiction * Social/economic (child poverty) |
| **The Neighbourhood**   * Child’s popularity * Peer relationships * Bullying * Social Problems * Civic disturbance |

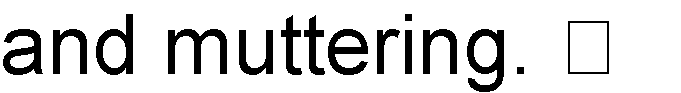
**Levels of Misbehaviour**

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

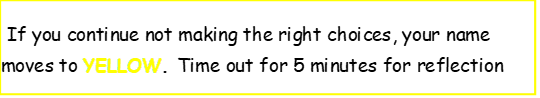
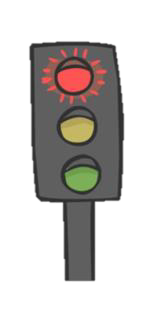
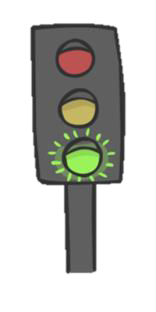
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| --- | --- | --- |
| **Low Level** | **Moderate Level** | **Serious Level** |
| Fidgeting/ play fighting Telling tales  Dropping Litter Unnecessary movement  Noisy e.g. talking/ shouting Failing to keep on task Unkind remarks  Inappropriate language (one off)  Time wasting Telling lies (one off) Running in corridors  Pushing in line Chewing Gum  Borrowing without permission  Leaving work area untidy | Constantly shouting out Poor effort  Distracting others  Continuously not ready for work  Stealing  Disregarding staff  Threatening/ aggressive behaviour  Refusal to cooperate Telling lies (persistent)  Verbal abuse  Inappropriate language/attitude | Serious assault  Vandalism e.g. damage to school property/ graffiti  Physical / verbal threats made to staff  Use of or in possession of a weapon  Violent outbursts verbal or physical  Leaving school without permission (absconding) |
| **Consequence** | **Consequence** | **Consequence** |
| * Move to amber * Give some time for reflection * If behaviour continues move to red – miss play time | * Move to red * Inform parents * Loss of privileges * Behaviour plan * Time for respect * Restorative conversation | * Report immediately to Head/ Deputy * Parent/carer meeting * A substantial loss of play time * A warning letter home * For any subsequent misbehaviour in exceptional circumstance, Fix term exclusion |
| **Responsibility** | **Responsibility** | **Responsibility** |
| Class teacher | Class teacher Phase leader | Head Teacher/ Deputy Head Teacher/ Assistant head |

**Positive Behaviour Management**

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

* Positive Feedback- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
* Positive Correction- tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
* Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
* Non-verbal Cues- hands up, finger on the lips, the “look”.
* Give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
* Re-direction- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
* Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing  Physical Proximity- move closer to a disruptive pupil
* Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
* Clear Expectations- e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
* Where/ What- “Where should you be?” (In my seat) What should you be doing? (My work).
* Choices- “Put your (e.g. toy) on my desk or in your bag- which are you going to do?” Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
* Private Reprimand- a quiet word rather than a public confrontation.
* Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”. Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
* Private Reprimand- a quiet word rather than a public confrontation.
* Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

# Appendix 1



**Traffic Light Procedures**

If you are not making the right choices the adult will give you a reminder and remind you of our expectations.

They may also:

* Ask you to move to a different seat
* Remind you of your choices and consequences.

**If you begin to make good choices, your name will move back to green. If your behaviour does not improve, your name will move to ‘RED’.**

Children will miss further minutes. If the behaviour reoccurs more than 3 times record on CPOMS and seek advice from SLT.

# Appendix 2

## Class Plan for Learning

**We believe that good behaviour is about making the right choices!**

# Our Classroom Rules

1. We will keep hands, feet and impolite words to ourselves
2. We will observe the signal for attention
3. We will listen carefully to the person who is meant to be speaking
4. We will respect all adults and pupils in school
5. We will be positive and concentrate on our work

***Positive Recognition/ Rewards***

When we choose to keep to these rules we will receive the following rewards;

1. Praise
2. Stickers
3. Dojo points
4. Certificates
5. Behaviour post card/call home
6. Star of the Week
7. Special Class Rewards

## Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule… Reminder (attention drawn to rule) Second time a pupil breaks a rule… Verbal Warning

Third time a pupil breaks a rule… Work away from the group or task Fourth time a pupil breaks a rule… Minutes off break or lunchtime Fifth time a pupil breaks a rule… Contact with parents/ carer\*

**Severe Clause: Remove from class and send to a member of SLT**

**\*There should be prior notification with an SLT member before parent/ carer is contacted**

# Appendix 3

### Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

* Stay calm
* Use a quiet voice
* Use neutral language and keep it to a minimum
* Avoid invading personal space unless necessary
* Avoid prolonged eye contact
* Stand still
* State expectations clearly
* Remind pupil of the consequences (use cautiously)
* State what will happen next
* It may be necessary to remove the audience
* Withdrawal- move the pupil away from the group for a short period. This models a nonviolent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
* Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
* All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
* Consistency of approach from all adults
* Give the following messages to all pupils; “I want you to succeed in my class.” “You are responsible for your own behaviour”



**For a safe and happy school, we:**

* + **Arrive at school on time;**
* **Wear our school uniform;**
* **Show respect to everyone in school;**
* **Be truthful, well-mannered and kind;**
  + **Take pride in our school building;**
    - **Look after our books;**
* **Walk sensibly and around the school;**
  + **Keep our school litter free;**
* **Set a good example to others;**
  + **Exercise self-control; and**
* **Line up quickly and quietly when we are asked to.**