



## HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL

### POSITIVE BEHAVIOUR MANAGEMENT POLICY

At Hipswell Church Of England Primary School we are committed to the development of a happy and caring environment which encourages the highest standards of behaviour and creates the best possible opportunities for learning.

#### **Aims**

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils staff and parents have a sense of direction and feeling of common purpose.

#### **Children's responsibilities are:**

- To work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults.

#### **Staff responsibilities are:**

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each pupil is an individual
- To be aware of their (special) needs
- To offer a framework for social education.

#### **The Parents' responsibilities are:**

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To offer a framework for social education.

## **Praise and Rewards**

- Spoken praise
- Special privileges
- Individual, group or class rewards
- Class points
- Certificates and stickers
- Receiving certificates in “Good News” assemblies
- Spoken praise to parents
- Letters of praise sent home
- Access to Golden Time at the end of Friday afternoon
- Hipswell Warrior Team points

## **What we do to encourage good behaviour**

1. We make clear our expectations of good behaviour.
2. We discourage unsociable behaviour by promoting mutual respect.
3. We encourage children to take responsibility for their own actions and behaviour
4. We praise and reward good behaviour both privately and publicly.

## **Consequences**

- A polite reminder of what is expected
- A spoken warning
- A second warning and removal from the group within the class
- Removal from the classroom for the rest of the lesson
- Removal from the classroom for the rest of the morning or afternoon session
- Referral to Headteacher
- Contact with parents
- Possible involvement of outside agencies
- Severe clause
- Exclusion procedures fixed term or permanent

## **What we do if a child misbehaves.**

1. We ask them to stop misbehaving.
2. Where necessary we discuss incidents with the children involved.
3. Where possible, we encourage children to try to resolve disagreements themselves
4. We encourage children to take responsibility for their own behaviour.

## **General Rules**

Do as you are asked straight away.

Keep hands, feet and objects to yourself.

Look after our school, everyone and everything in it.

Always walk sensibly and quietly in school

Be polite and helpful to everyone, always say please and thank you.

## **Classroom Rules**

These follow the Positive Behaviour Management Policy and are written and agreed by the Teacher and the class usually at the beginning of each academic year.

## **Playground Rules**

Thank you for being kind to each other.  
Please play with the equipment sensibly.  
Please look after the equipment.  
Please respect other people's games.  
Please stay off the bank in wet weather.  
Please stand still at the first bell.  
Thank you for lining up quietly and sensibly

### **If I choose not to follow the playground rules**

I will receive a polite reminder  
I will be asked to stand in the box for a short period of time.  
I will be asked to stand in the box for several minutes.  
I will be asked to leave the playground and go inside the school building.

## **Dinner time Rules**

Please go to the toilet and wash your hands before you come into the dining room.  
Please stand quietly by your chair.  
Please eat your dinner quietly and with good manners.  
Please put your hands up if you need help.  
Please walk around the school.  
Thank you for being kind to each other.  
Please play with the equipment sensibly.  
Please look after the equipment.  
Please respect other people's games.  
Please stay off the bank in wet weather.  
Please stand still at the first bell.  
Thank you for lining up quietly.

### **If I choose not to follow the dinner time rules**

I will receive a polite reminder  
I will be asked to stand in the box for several minutes  
I will be asked to move to a different table  
I will miss part of my lunchtime  
I will have my dinner with the older/younger children  
I will have my dinner in isolation  
I will be sent home for my next dinner time(s)

### **Repeated or persistent misbehaviour**

Where there is repeated or persistent misbehaviour the following will apply:

- Withdrawal of privileges e.g. playtime
- Home/school behaviour book
- Informal contact with parents
- Involvement of Head
- Formal contact with parents
- Isolation at lunch times
- Exclusion – fixed term or permanent

## **Dealing with More Difficult Children**

- For children who are not showing a positive response to the agreed class and school rules and their consequences and who may be running the risk of exclusion:-
- Records to be kept of the pupil's behaviour problems.
- Records of subsequent action.
- Individual educational Plans reviewed in order to meet the needs of a particular child.
- A decision may be made at this point to make a referral to outside agencies such as Behaviour Support.
- In these situations it is vital that the school and the parents work closely together to attempt to resolve the problem of the challenging behaviour.

## **Severe Clause**

In the case of severe inappropriate behaviour, the Headteacher is to be informed and the Severe Clause implemented immediately.

## **Reasons for the Severe Clause**

Persistent foul, abusive, threatening or racist language.

Serious violent or persistent aggressive behaviour.

Serious incidents of bullying.

Malicious acts of damage or theft of school or personal property.

Open defiance of any adult in school

Carrying of knives in school

Possession of illegal substances in school

Any other behaviour not covered by the above but considered to be sufficiently serious.

## **Foundation Stage**

The same aims, responsibilities, general rules and classroom rules underpin the Early Years Foundation Stage as well as KS1 and KS2. Reception class children also share playground and dinnertime rules with the rest of the school. Early Years Foundation Stage has a simplified version of rewards and consequences which reflect the same ethos as the rest of the school.

## **Praise and rewards in the Early Years Foundation Stage**

- Spoken praise.
- Individual, group or class rewards.
- Certificates and stickers.
- Spoken praise to parents.

## **Consequences**

- A polite reminder of what is expected.
- A second reminder with a warning to the child that they will be removed to the "Time Out Space".
- Removal to the "Time Out Space" for a maximum of five minutes.
- Referral to the Headteacher and contact with the parents.
- Possible involvement with outside agencies.
- Exclusion procedures, Fixed Term or Permanent.

## **Consequences**

If appropriate, the child will be placed in a different class or with the Headteacher. The child will be given time to reflect and to regain composure. In the event of the Severe Clause, it may be appropriate to contact and involve the parents. The Severe Clause carries an automatic loss of Golden Time.

## **The Role and Responsibilities of the Governing Body**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school's positive behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed term and permanent exclusions**

Only the headteacher has the authority to exclude a pupil from school. This is to be used as a last resort. He may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the headteacher excludes a pupil he informs the parents immediately, giving reasons for the exclusion. At the same time the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The headteacher informs the LA and the GB about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA and whether the pupil should be reinstated.

If the governors' appeals panel decided that a pupil should be reinstated, the headteacher must comply with this ruling.

## **Reasons for Exclusion**

Persistent foul, abusive, threatening or racist language.

Serious violent or persistent aggressive behaviour.

Serious incidents of bullying.

Malicious acts of damage or theft of school or personal property.

Open defiance of any adult in school

Carrying of knives in school

Possession of illegal substances in school

Any other behaviour not covered by the above but considered to be sufficiently serious.

## **Monitoring**

The headteacher monitors the effectiveness of this policy and behaviour management is a frequent agenda item at staff meetings. He reports to the governing body on the effectiveness of this policy and, if necessary, makes recommendations for future improvements.

The school keeps a record of incidents of unacceptable behaviour that occur in lessons and at break and lunchtime.

The headteacher keeps a record of any pupil who is suspended for a fixed-term or permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Agree Date September 2020**

**Review Date March 2022**