



Houghton Regis Primary School Care and Behaviour Management Policy 2019



At Houghton Regis Primary School, we believe that it is the right of every child to feel safe, valued, and have the right to be able to learn, work and play in a positive environment. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that rules and the school values are followed. Children depend on adults for their moral standards and for guidance that is acceptable in any given situations.

We believe that a positive approach to behaviour management where the emphasis is upon positive rather than negative statements is the most effective. Praise and recognition of good behaviour is very important to us. Every day the adults in school need to recognise and praise the good choices that the children are making about their behaviour. This positive reinforcement of good behaviour is fundamental to cultivating good behaviour within school.

We acknowledge that each and every person who joins in the school community has a personal part to play and each person's talents will be valued and enjoyed. We will listen with care to the views and opinions of one another and value them. The children at Houghton Regis Primary School are encouraged to develop positive self-images, so that they believe in their ability to behave well and develop awareness of self, and sensitivity to others.

Aims:

- To build an ethos and workable relationships that ensure Houghton Regis Primary offers a safe and positive environment in which to play and learn
- To ensure a consistent, positive approach to behaviour management throughout the school day from Breakfast club to After school clubs
- To create a caring, calm, orderly and stimulating atmosphere in the school that positively promotes learning and a sense of community and belonging
- To teach respect for individuals and the understanding that we should celebrate our differences.
- To praise and reward good work, behaviour and attitude
- To establish a clear system for dealing with and managing unacceptable behaviour.

The behaviour system is based on the concept of rights and responsibilities which are embodied within the school code of conduct. The children must be taught that they have a choice over how they choose to behave in any situation and it is about making the right choice based on the responsibilities they have and the rights of everyone at our school. By emphasising the importance of choice to the children we are showing them the power they have over how they choose to behave. We are making it clear that they are accountable for their actions.

Individual Classroom Expectations:

Classroom expectations are generated at the start of each academic year. They interpret the school code of conduct into more detailed practice. The class expectations are always worded positively to encourage behaviours e.g. we will. Teachers will discuss Classroom Expectations with the children at the start of the year/term and these will be positively discussed and promoted throughout general lessons and PSHCE / Circle Time when appropriate or necessary and through monthly value assemblies.

The classroom expectations are then signed by the class members and a copy is displayed in the classroom. For example:

Classroom Expectations!

- ❖ **We will persevere and try our best**
- ❖ **We will be polite, kind and respectful to others**
- ❖ **We will listen carefully and speak in turn by putting our hands up**
- ❖ **We will walk sensibly and quietly around the building**
- ❖ **We will stay where we can be seen by an adult**
- ❖ **We will look after school equipment and help to keep the school tidy**
- ❖ **We will follow instructions given by adults**

Responsibilities:

All members of staff

All members of staff have a responsibility to treat children in line with the school behaviour policy. Any incidents witnessed by members of staff should be reported to the class teacher or an appropriate contact. All staff must report serious incidents to the class teacher and record the incidents on the school's Pupil Behaviour Log Sheets.

Class Teacher

The Class Teacher has responsibility for implementing the school behaviour policy to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school.

They must contribute to the positive learning environment and ethos in school using the whole school approaches to recognise and reward good behaviour.

They must use strategies to deal with inappropriate behaviour.

They have a responsibility to ensure the policy is followed, to keep relevant members of staff informed of behaviour issues. Appropriate records must be kept. They must bring concerns they might have about behaviour to the attention of the relevant members of staff.

The class teacher has a responsibility to follow the policy on keeping the child's parents/guardians informed about their child's behaviour in school.

When necessary a **Yellow Card Letter** can be issued by the class teacher.

Where a **Red Card Letter** is issued, then the Class Teacher will contact the parent and offer the opportunity of a meeting to discuss the child's behaviour.

Playground Expectations

The playground will be zoned with specific areas having specific activities on each day. This will be recorded and displayed so that midday supervisors can refer to it each time they set up the playground.

Midday Supervisors

Midday Supervisors will refer to the Senior Midday Supervisor with any incidents during lunch times. Pupils will be afforded the opportunity to take part in supervised activities as an occupied child is a happy child. This will cut down on the number of incidences of inappropriate behaviour on the playground. Part of the teacher and lunchtime supervisors' roles is to encourage positive play and therefore their positive presence in the playground at lunchtime is important.

All adults in the playground should see themselves as play leaders and be engaged with the children. Adults are responsible for keeping an overview of the playground, looking for potential 'hot spots' and diffusing them if necessary.

Lunchtime supervisors interact with children encouraging them to play appropriately and cooperatively. Praise, stickers and Good To Be Green Cards will be awarded to children for abiding by the playground expectations and a 'Time Out' zone will be designated for those who are not.

Incidents will be recorded on the Pupil Behaviour Log Sheet by the Midday Supervisor on duty so that they can be monitored. Any Behaviour Log Sheets must be copied to the Central File held by the Behaviour Lead.

If a child persistently breaks the playground rules or is involved in a serious inappropriate incident like violence that leads to injury of others, damage to property, persistent refusal, persistent rudeness, aggressive use of body language, racism or bullying, then the child will be sent in to their Achievement Leader or a Senior Member of Staff to complete a reflection form and think about / discuss their behaviour.

The Behaviour Leader

They have a responsibility to support and offer advice to the Class Teacher in dealing with challenging behaviour and developing strategies to deal with this. In such cases, support from the SENDCo and Parent Support Worker may also be involved. In more serious cases, an SLT member will meet with the Class Teacher and parents.

Head teacher & SMT

The Senior Management Team must lead the development of policy within school to secure and promote positive behaviour and deal with inappropriate behaviour. They must follow the responsibilities set out in the policy for them to promote positive behaviour in school. They must ensure that all members of staff are introduced to the behaviour policy. They must monitor its implementation, review its impact and address issues that arise. They must offer appropriate support to members of staff as outlined in the behaviour policy.

Exclusions: Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher and Governing Board. The child will be provided work throughout internal and external exclusions. The following incidents may result in an internal or external exclusion:

- ❖ A serious attack on another pupil
- ❖ Physically or verbally attacking a member of staff

The length of the exclusion is at the discretion of the school and carried out in accordance with Central Bedfordshire Policy. If at any time, the Headteacher and Governors feel that it is necessary to use a fixed term or permanent exclusion as a consequence for a child, then the Headteacher will seek advice from the relevant body to ensure that the appropriate procedures are followed. Information will also be gathered from related up-to-date guidance documents.

The Role of Parents:

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher.

Ways of promoting positive behaviour:

It's Good To Be Green:

At Houghton Regis Primary School, we teach our children they can all succeed, and if they keep trying they can achieve. Our behaviour model is also a model of success and we have called it, '**Good To Be Green**'. We are focusing on the fact that we expect children to show good behaviour at all times.



The majority of children will have a green card displayed by their name, because they have been following the Good To Be Green model correctly.

A 'Good To Be Green' ladder will be displayed in every classroom so that a clear visualisation of rewards and sanctions can be seen by all those in the classroom.

Reward Ladder:

- ❖ Verbal praise and positive recognition will be given for following the Classroom Expectations and Code of Conduct.
- ❖ Pupil or teacher will put pupil's name on the 'Well Done' Board in positive recognition ensuring the pupil knows why they are being positively named.
- ❖ A School House Point will be awarded for further good conduct / adherence to values and for making a positive choice with their behaviour.
- ❖ A teacher's award may be given ie: table points / stickers / marbles in a jar etc.
- ❖ A praise note home may be given to the child to celebrate their conduct with their parents/carers.
- ❖ Pupil may visit Senior Leadership with work or with reference to using the school values to receive Senior Leader sticker / reward.

Sanction Ladder:

- ❖ Verbal warning will be given with reference to following the Classroom Expectations and Code of Conduct where pupils may be consistently: not listening, making noise, fiddling, speaking out of turn, name calling, pushing, arguing, out of seat, not following instructions, answering back.
- ❖ Pupil or teacher will put pupil's name on the 'Oh Dear' Board to reinforce the initial warning where above behaviour persists.
- ❖ A pupil who is still unable to comply with the Classroom Expectations will receive a tick by their name on the Oh Dear Board and be asked to work away from their peers for 5 – 15 minutes to reflect upon the impact their behaviour is having and to regain focus. They may re-join their peers after this period. The Class Teacher must judge whether there is a need for a reflection sheet to be filled in; it may be that verbal discussion with the pupil is all that is required.
- ❖ A pupil who cannot re-join their peers due to continued negative behaviour will be asked to take work to their link classroom (list given below). At this point it will be made clear to the pupil that they have received a Yellow Card and this will be changed on the visual classroom chart. A Yellow Card letter home will also be sent to inform parents/carers that their child worked in a different classroom due their inability to keep to agreed Classroom Expectations. The pupil should fill in a reflection sheet to show that they have understood the reasons why they have received a Yellow Card. With younger pupils this could be a scribed discussion.
- ❖ If the occasion arises where a pupil is still unable to adapt their behaviour in line with Classroom Expectations, then they will visit the Behaviour Lead, or if unavailable the Phase Lead, and will discuss the lead up to this point. A Red Card will be issued for persistent failure to comply and a Red Card Letter will be sent home inviting parents/carers to discuss their child's behaviour with the Class Teacher and if appropriate the Behaviour Lead or Parent Support Worker.

- ❖ On the rare occasions where a pupil receives several Red Cards in a fixed amount of time, then a meeting involving a Senior Leadership Member and parents will take place. In certain circumstances where a pupil has been involved in a serious incident of inappropriate behaviour, the Headteacher / Deputy Headteacher will contact parents immediately and ask them to come to school to discuss the matter. If possible, and/ or appropriate, then the child will be involved in this discussion.

Link Classes:

GOLD ↔ ORANGE

GREEN ↔ BLUE

PURPLE ↔ EMERALD

YELLOW ↔ AMBER

RED ↔ SAPPHIRE

Vulnerable Pupils / Pupils with Additional Needs:

During their time at school some pupils will require extra support and reasonable adjustments in managing their behaviour. Staff will be aware of these pupils and liaise with the Behaviour Lead, the SENDCo and/or the Parent Support Worker. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. In these instances a Behaviour Support Plan and if necessary, a Positive Handling Plan will be drawn up with the child and the parents. For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, CAMHs, Jigsaw, CHUMS etc.

This school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour, however some children have a particular learning need in this area, therefore targeted support to help them achieve this, will be given. Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this, they may also have their own individual reward and sanction system which has been agreed by the class teacher and SENDCo, with the involvement of the pupil and parents. This will enable targeted support for vulnerable pupils.