

Behaviour Policy 2021-22



Behaviour Policy Changes from 1st September 2021

Routines for start and end to the day

Start - All arrive through usual entrances

Reception - 8.50am

Y1-6 - 8.45-8.55am

Gates are closed at 8.55am. Children arriving after this time need to enter via the School Office gate. Parents must wait with their child/ren until a member of Office Staff is available to admit them. These pupils will be recorded as late.

End - All leave from own classrooms and leave the school premises safely and quickly. Children to be supervised by own adults once released.

Reception- 2:55pm

Y1-6 - 3.00pm

School Instructions on Handwashing and sanitising

- Hands will be washed/sanitised on entry, at snack time, after play, before lunch and at the end of the day
- Additional hand washing will take place as necessary per adult instruction

Moving Around the School

- Walk on the left
- Maintain appropriate awareness/space of others
- Walk quickly to your classroom

Avoid Spreading Germs

- CATCH IT, BIN IT, KILL IT
- Use the tissues provided for sneezing and coughing (or your elbow in an emergency)
- Avoid touching your mouth, nose and eyes with hands
- NEVER cough or spit in the direction of another person

Illness

- If you are feeling poorly tell an adult immediately

Equipment

- NEVER share equipment
- Use only YOUR given equipment in class
- NEVER share water bottles or food

- DO NOT bring bags, pencil cases or any equipment into school EXCEPT lunch and water bottles

Playtimes

- Follow adult instruction in the playground

Lunchtimes

- Follow ALL adult instruction in the classroom, playground, hall, dining hall and when moving around school

Rewards and Sanctions

- Dojos will continue to be used
- ANY CHILD NOT FOLLOWING SCHOOL RULES COULD BE SENT HOME IN ORDER TO MAINTAIN THE SAFETY OF OTHERS
- As per Behaviour Policy - see below

New Hall Primary **Behaviour Policy**

Children's behaviour is central to the learning process and is an intrinsic element of education. We expect our children to make academic progress and to learn how to behave with consideration towards each other, their teachers and staff that share the school with them, their parents, and their families, and the wider community. We acknowledge the impact that all of these things have upon the individual and seek as far as possible to work in partnership with them. At New Hall all children need to feel confident that we are approachable, will listen, will support and will take action.

School Rule

- Respect yourself, others and your environment.

Aims



- To encourage behaviour and attitudes based on the principles of self-discipline and respect - for ourselves, for others, and for the environment.
- To provide the opportunities for children to learn how to behave appropriately
- To model ways to behave correctly and provide children with the opportunities to develop skills and strategies to deal with situations
- It is the responsibility of all adults and children to promote good behaviour both in and out of school
- To ensure the safety of all children, this includes walking to and from school and online.

Bullying, Racism and Homophobia

Bullying is the regular, conscious desire to hurt, threaten or frighten someone else STOP (Several Times On Purpose)

We are all aware at New Hall Primary that bullying will not be tolerated - it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when any incident of bullying is witnessed or reported.

Also refer to the school's Anti- Bullying Policy.

It is our policy at New Hall Primary to promote equality of opportunity for all pupils and staff.

A record is kept, on CPOMS, of all racist and homophobic comments and also language that is derogatory about people eg based on gender or disability.

Parents are also informed about any serious racist/homophobic incident.

Roles and Responsibilities

- All staff monitor pupil behaviour within sight and sound of them, and give appropriate rewards and sanctions
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent reoccurrence of any behaviour
- Class teachers are responsible for their children's pastoral care and behaviour in conjunction with the Head Teacher and Deputy Head Teacher.
- Responsibility for pastoral care and behaviour is also shared with the Wraparound Staff/Teaching Assistants/Supply Staff/Lunchtime Supervisors/Sport coaches
- The Senior Leadership team will seek to advise/support and where appropriate liaise with lunchtime staff, wraparound staff, parents and outside agencies when the policy has been followed.
- Teachers keep a class book recording low-level incidents at level 2 and 3. Incidents that reach SLT will be recorded on CPOMS, and referenced in a Behaviour Folder so teachers will be able to access sanctions given.
- If staff feel that a pattern is occurring with level 1 incidents, they need to keep a record of behaviour and dates to share with parents/child appropriately.

- Any incidents deemed 'serious' should be referred to a phase leader, or the senior leader on duty, in the first instance who will deal with it. If an incident is deemed very serious, such as a racist/homophobic comment or fighting, then it will be referred to the Head Teacher or Deputy Head Teacher directly.
- SLT will use their judgement when using sanctions, discussing and taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour and/or taking account of provocation
- SLT will decide if, in certain circumstances, behaviour sanctions can be carried over from the previous year (e.g. threat of exclusion)
- Behaviour sanctions are recorded on the school's online CPoms (safeguarding) system

Equal Opportunities

At New Hall Primary we recognise that the correct working environment is vital for all learners. Pupils with a specific learning difficulty, such as dyslexia or ADHD for example, may have difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. A well-kept, bright, attractive, litter-free classroom with clearly labelled materials and resources will help to promote more responsible behaviour from the pupils. Therefore, we employ dyslexia friendly classroom practices to meet their needs.

Refer to the school Dyslexia Policy and Equal Opportunities Policy.

Rewards

Our children 'thrive' on being rewarded for their positive behaviour. It is worth remembering that for the vast majority of the time all pupils at New Hall behave well and follow the rules, day in and day out.

The emphasis in our approach is based upon encouragement and recognition of the positive. To that end, the school has a number of reward systems.

Sanctions

Exclusions from a curriculum activity, unless on the grounds of safety, or the potential of extreme disruption to the good order of the group or lesson, is not used as a sanction at New Hall.

It is not reasonable to detain or punish a group or whole class for the behaviour of a small group or an individual.

Behaviour and Movement within school

- Children line up in single file, sensibly at all times, in an agreed line order
- For safety, children always walk on the left hand-side along corridors and staircases
- No food or drink to be taken into the toilet area at any time

- Football can be played at lunchtime on the field or MUGA if there is staff supervision of the activity, weather permitting
- Children can change into trainers at lunchtime only (KS2)
- KS1 - No balls at playtime
- KS2 - no leather or hard footballs
- Healthy tuck may be taken onto the KS2 seating area at playtime.
- KS1 tuck time is outdoors, and should be healthy
- All staff to walk their children out to the playground at playtime and lunchtime and be outside to collect them at the end of lunchtime. Children will not be left unattended in the playground
- Start and end of the school day - TAs (where possible) and teachers (where possible) from each year group will supervise.

Toilets

- Children are encouraged to wait until playtime but will be allowed to go to the toilet if they really need it
- Every class has a toilet book
- Children with recognised medical conditions will be supported by staff where possible. Parents will be called if necessary to change/supervise/support.

Behaviour outside of school

- Children are expected to behave appropriately walking to and from school. Parents will be asked to walk with unsupervised children if they do not behave appropriately.
- School provides many opportunities to teach pupils about safety online (see website). Parents are expected to monitor their child/ren's behaviour online and support the school if necessary.
- Mobile phones are not allowed to be brought to school.

Reward Systems

Please note the following:

- a) The reward system is a school-wide system. It should be a feature of all classrooms in school and should be promoted strongly by all members of staff.
- b) The reward system is intended as a means of promoting, recognising and rewarding the positive aspects of school life. All children must have an equal opportunity to gain recognition.

INDIVIDUAL REWARDS

Stickers

Stickers are awarded frequently to all children for all aspects of positive behaviour and work, following rules, being a good friend etc. All classes use Class Dojos for behaviour in class and around the school. EYFS introduce dojos as and when needed in the Autumn term.



'Wow' Work

Teachers send children to the Head/Deputy Head Teacher to show their 'Wow' work (work that is exceptional for that child). Pupils will receive a sticker and if permitted a photo will be tweeted.

Achievement Cards

Each child in school has an achievement card, any member of staff can fill these in, there are eight achievements to get to achieve a Bronze, and then Silver, Gold, Platinum and Ruby.

Adults aim to write in at least one child's achievement card each day.

These are awarded for exceptional individual work, behaviour or special effort and 4/8 are linked to our School Values

Lunchtime supervisors can award Class Dojos for the children to take back to class and a Golden Ball for whole class good behaviour/lining up etc.

Children should bring their own completed Achievement Cards to HT/DHT office just before lunchtimes to recognise its value, and subsequently will receive their certificate from the class teacher.

Star Burst Assemblies

One child per class each week is chosen for their contribution to school life. This award is for outstanding work, effort, or conduct in or out of school. There is a weekly alternate assembly for Y1-3 and Y4-6 when Starbursts are awarded. Pupils' names are also published in the school newsletter and tweeted (where permitted).

EYFS attends these assemblies from Spring term.

Special Person/Star Pupil of the week - EYFS

This title is not awarded but given out on rotation enabling all children to be the special child.

Perks of the job may include:

- Front of the line every time the class lines up - SP
- Other staff to acknowledge around school - SP
- Name on the special board in the classroom - SP
- The child receives a 'well done' card at the time of praise

CLASS REWARDS

Golden Balls

- Golden balls are awarded to a whole class
- They cannot be taken away

- Every class chooses a reward from a given list and when their jar reaches 50 balls they receive that reward. Each reward can only be chosen once by a class
- They can be earned for: lining up at the end of playtime and lunchtime, walking around school, behaviour in assemblies and attendance
- When a class reaches 50 golden balls, each child receives a different coloured enamel badge for each completed award and this is marked on the hall display
- If lost, they may purchase a new one
- All staff are able to award golden balls

Sanctions

Classroom

All classes use the following 4 cards as an immediate behaviour warning system:
KS1 and KS2

A 'STOP THINK and make a better CHOICE' card can be placed on a table next to a child to give a non-verbal reminder about changing their behaviour.

1. Verbal warning (recognition of unacceptable behaviour)
2. Second verbal warning (5 minutes in the classroom to think about your behaviour and the next step). Go on the sad side (KS1) or write name on board (KS2)
3. Time out (Up to 30 minutes in another classroom. Children sent to the agreed classroom to fill in a level 3 'Thinking sheet' for KS1 or KS2 as appropriate. These need to be kept in the class behaviour book.
4. Referral to Deputy Head teacher/ Head teacher with level 4 sheet

EYFS

All children start in the green -Happy Face

1. Verbal warning- (recognition of unacceptable behaviour)
2. Second verbal warning move to the orange face (think about your behaviour and the next step)
3. Time out 5 min on the thinking chair to fill in a verbal feedback with staff to reflect on inappropriate behaviour.
4. Referral to a senior leader, Deputy Head teacher/ Head teacher - Red unhappy face

Inappropriate language

1st occasion - Reminder

2nd occasion - Miss lunchtime

3rd occasion - Letter home and miss two lunchtimes

4th occasion - Meet with parents and miss two lunchtimes

5th occasion - Lunchtime exclusion

Rudeness to any adult working in school

1st occasion - Discussion with an adult concerned

- 2nd occasion - Letter of apology written at playtime or lunchtime - HT, DH, AHT
- 3rd occasion - Discussion with parents - End of day or phone call CT
- 4th occasion - Removal of privileges eg. playtime, after school clubs with reasons being clearly explained - letter home
- 5th occasion - On report

Fighting and dangerous play KS1 and KS2

Staff will discuss what dangerous play is and what its consequences can be, with the children, at the start of the Autumn term

- 1st occasion - Verbal warning from senior team member if minor (recorded in folder). If deemed serious move straight to number 2
 - 2nd occasion - Sent to HT or DH, letter home and miss lunchtime as appropriate
 - 3rd occasion - Meeting with parents and lunchtime exclusion (fixed term)
 - 4th occasion - Exclusion
- KS1 pupils will return to sanction 1 at the start of each term.
KS2 pupils will return to sanction 1 if they have not been involved in an incident for 3 months.

Rules for Sportsmanship

- Children are expected to follow rules for sportsmanship during games at playtime and lunchtime.
- Repeated bad sportsmanship e.g. pushing, arguing about decisions, will lead to a fixed term ban from playing games at lunchtimes/playtimes.

EYFS

- 1st occasion - stop station/amber face
- 2nd occasion - Miss some lunchtime and inform parents
- 3rd occasion - Send to HT, DH, AHT

Stealing/damage to property

- 1st occasion - Letter sent home and miss lunchtime. Appropriate charge for repairs.
- 2nd occasion - Meeting with parents and miss lunchtime
- 3rd occasion - Exclusion

Racism, Homophobia, Bullying and derogatory comments about people eg based on disability/gender etc

- 1st occasion - Verbal warning if understanding needed. If serious intent, move to number 2
- 2nd occasion - Letter sent home and miss lunchtime
- 3th occasion - Meeting with parents and miss two lunchtimes
- 4th occasion - Exclusion

Child on Child Sexual Violence and Sexual Harassment

See Keeping Children Safe in Education September 2020

- The age and developmental stage of the alleged perpetrator and nature of the allegations will be considered by SLT
- Support and sanctions will be considered on a case by case basis

- Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police

Bringing inappropriate/dangerous items to school including mobile phones and cameras on watches

1st occasion - Verbal warning

2nd occasion - Item confiscated and given back at the end of the day (If dangerous inform SLT immediately)

3rd occasion - Class teacher speak to parent (after school or phone). Item confiscated and given back at the end of the week

4th occasion - Letter home and miss two lunchtimes

NB In the case of dangerous items - immediate exclusion

Staff may ask pupils to empty bags/check coat pockets if they are concerned that they have inappropriate items

Uniform

1st occasion - Class teacher to monitor - Reminder and uniform provided to change into at school, including black pumps for footwear and **no** jewellery except small studs. Shoes need to be polishable (not fabric) and have no logos (ticks etc)

2nd occasion - Letter home or discussion with parents (may need support)

Stickers will be given out for smartness and being a good role models for wearing uniform

Children are not allowed to wear make up in school.

1st occasion - reminder

2nd occasion - asked to wash it off.

We do not encourage hair to be dyed for primary age children.

Unforeseen Negative Behaviours

When dealing with situations that are not recognised within this policy but have a negative impact or consequence, SLT will consult accordingly. Sanctions will be administered appropriately after discussions with child/ren and parent, aswell as any other person involved.

Children on Report

Children who continually distract the learning of others, with low level behaviour, will be put on report. Parents will be informed by the class teacher. They will report to the HT or DH at break time, dinnertime and at the end of the day with written comments from the adult they have been working with. This report will be sent home, for parents to reinforce, daily and be returned to school the following day.

Lunchtimes

We promote the school rules at lunchtimes.



We also have systems in place to keep pupils happy and safe, and looking after their well-being.

Teachers walk KS1 and KS2 children out to the playground, or to the dining hall if first, in register (or class order).

At the end of lunchtime children are collected from the playground by their teacher.

Two senior members of staff are on duty at lunchtime every day.

The pastoral manager is also on duty.

Peer Mediators

Trained Peer Mediators are available in playgrounds at break and lunchtimes every day, to be on hand to help children sort out any minor disputes.

Year 5 children make up the Peer Mediators. They have undergone a six week training programme with an external agency and receive support, as needed, from the pastoral manager.

Rewards

The best class for lining up will receive a golden ball at the end of lunchtime.

Lunch Time Groups: A coach will support team games and social skills on KS2/1.

Sanctions

The Lunchtime behaviour code is a continuation of the school's Behaviour policy. All staff are expected to be familiar with the policy. Behaviour letters may be issued at lunchtime by a senior member of staff and are to be read and distributed by class teachers. The notes will be sent home with a reply slip for parents to confirm that they have received it and make any comments they feel relevant, whilst supporting the school.

A similar sanction procedure will be conducted by lunchtime staff.

KS1/KS2:

- 1 - Caution
- 2 - STOP (2 minutes on stop station)
- 3 - Send to SLT member on duty

EYFS:

- 1 - Sad face
- 2 - Very sad face (2 minutes on stop station)
- 3 - Send to SLT member on duty

WRAP

Children in Wrap Around Provision are also expected to adhere to the school behaviour policy. Incidents that occur in WRAP will not follow children into school over the week.

Low level inappropriate behaviour is dealt with by WRAP staff and they will speak to parents as necessary. The WRAP Manager will deal with more serious incidents. Behaviour incidents are recorded in a behaviour book.

Racism, homophobia, fighting, bullying, stealing and continued inappropriate behaviour can be referred to HT and DH.

Class teachers should inform WRAP if there have been any behaviour issues with a child that day as a way of encouraging children to make the right choices at WRAP, but sanctions from school will not carry over into WRAP.

Preparing for school

Our expectation of all pupils is that they will:

- Be punctual
- Be ready to learn with a positive attitude
- Allow all other members of the class to learn and the adults to support their learning
- Bring the right P.E. kit, reading book, reading record and complete homework every week
- Wear correct uniform at all times.

Attendance

As a minimum we expect every child to have an attendance of 96%. Attendance below this will affect your child's learning, progress and achievement.

Refer to Attendance policy

Further Action/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 and to encourage positive behaviour
- Increased communication between home and school
- Notification of concern (NoC) form
- IBP



- Referral to outside agencies such as Educational Psychologist, Pupil and School Support(PSS) and Behaviour Support Service(BSS) - this may result in these services working with pupils to support and encourage positive behaviour
- Support from the SENCo (Special Educational Needs Co-ordinator), the pastoral manager, identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional English or Maths support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Reduced timetable where appropriate

Review of policy

Date of Policy: 02.09.21 (reviewed by teachers, teaching assistants, lunchtime supervisors and Wrap staff)

Date of Review: 01.02.22 (interim)

Notification of concern – Behaviour

Name of pupil:

Team/Year:

Date:

By:

What are your concerns?



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What have you tried?

What happens next?

Behaviour Concern

Child is presenting concerning behaviour. There is evidence of this on a recorded log ie black book in classroom or written incident logs from other members of staff

IMPORTANT

If a serious incident has occurred please report immediately to the leadership team

Actions to take

Class teacher has a conversation with the child to establish cause and convey concern.

Class teacher review behaviour management strategies

Child informed if no improvement other school staff, parents or agencies will be involved

IMPORTANT

Escalate to DSP/Leadership immediately if serious cause for concern or Safeguarding concern is identified

Review and Monitor

Is there improvement?

If yes: Share what is working well with the child. Continue to recognise and reward positive behaviour.

If no: if no sufficient improvement made, inform child and parents of concerns. Meet with BW/LC to discuss options which include:

Review behaviour management strategies with BW/LC, SEN review, BW/LC meeting(s) with child, inclass/playground support, BW/LC meeting with parents, IBP, outside agency referral.

Where sufficient progress has not been made following implementation of above intervention(s) BW/LC will meet with class teacher, the child and parents at least half termly to review progress.

BW/LC to feedback to Leadership Team