

Hinckley Parks Primary School



BEHAVIOUR POLICY

Date Ratified: September 2018
(amended Sept 2019 and May 2020)

Review Cycle: 2 yearly

Review Date: September 2020

Opportunities | Wisdom | Legacy

Our school vision is based on our school motto, 'Opportunities, Wisdom, Legacy.' At Hinckley Parks Primary School, we strive to provide an inspiring and exciting wider curriculum together with a stimulating learning environment which will allow children the opportunity to enjoy a wide range of experiences which will develop the whole child and prepare them for the next stage of their lives. We recognise that education is a life long journey and ensure that we support children and teachers at all times to ensure that we provide the highest standard of teaching and learning possible for all children. Through our school values, we help each child develop knowledge and understanding as well as having a positive attitude towards themselves and others to enable them to enjoy a successful life in school and to allow them to make a positive contribution to society in the future. We celebrate success and achievement for every child and pride ourselves on developing a culture where children and adults look back fondly on their time spent at Hinckley Parks Primary School.

Leader: Cathy Suett

Governor Link: Urni Wallace

Signed by Headteacher:

Signed by Chair of Governors:





Rationale

Hinckley Parks Primary School is a values-based school. We strongly believe that a happy, productive and successful school relies on a set of agreed values and high expectations of behaviour. Pupils are encouraged to be independent in making choices and are sensitively guided when problems arise. All achievements are celebrated and all pupils are made to feel valued. 'Values are principles that drive behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others' (Neil Hawkes - Values-based Education Limited).

Aims

Through promoting an agreed set of values, we aim to develop a positive learning culture and positive behaviour within the classroom, where pupils are enthusiastic and inspired to learn. The school aims to provide a caring, supportive, structured environment where children learn independence, responsibility and become increasingly self-regulating.

Objectives

- To have an agreed set of values that guide thinking and behaviour.
- To create an ethos where each child knows its value and is supported, and to aim at providing a community where no child lives in fear of another.
- To have a consistent, approach to behaviour throughout the school, with parental cooperation and involvement.
- To build up each child's self-esteem by placing the emphasis on praise and reward.
- To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure a calm, positive, working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To have a clear formulated 'route' of disciplinary procedures that are consistently applied by all staff.
- To work in conjunction with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances.
- To have high expectations of all children as most children respond to what the school expects and demands of them.



School Staff

All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place. Specific, genuine and values-based praise should be used consistently and fairly to: -

- Establish an ethos of warm, friendly, positive acceptance;
- Encourage positive self-esteem in all pupils;
- Reinforce positive values and the behaviours that exemplify these;
- Encourage all pupils to emulate values-based behaviours through the use of proximity praise. There should be a high rate of values-based praise. A rate of 3:1 for positive/praise statements to negative/corrective statements is essential. If a reprimand is necessary this should be brief, values-based and to the point.
- Reprimands should be delivered as briefly as possible, giving minimum attention to the child;
- Reprimands should be directed at the behaviour and not the child;
- The child should be clear on the value they have not acknowledged;
- A calm and authoritative tone is important; shouting is never effective. Once a reprimand has been issued, return to the activity to deliver two more praise statements.

Hinckley Parks is a NO SHOUTING school.

ROLES AND RESPONSIBILITIES

Governors

1. To ensure a Behaviour Policy is in place.
2. To review the Behaviour Policy annually.
3. To oversee the implementation of the Behaviour Policy.
4. To receive feedback regarding the Behaviour Policy at Governors' meetings and through the Head teacher's report.
5. To be aware of national and local guidance and documentation regarding behaviour in schools.
6. To be involved in issues regarding exclusion.
7. To create a committee for discipline and complaints.

Parents/Carers

1. To be aware of the school's Behaviour Policy as part of the induction process.
2. To have access to the school's Behaviour Policy (paper copy/school website).
3. To encourage children to uphold the values of the school.
4. To support the school's system of rewards and sanctions.



5. To be informed of the school's Codes of Behaviour Systems and Complaints Procedures.

Celebration of Success

Attitudes that we value and seek to promote through reward:

- demonstrate a desire to learn
- being polite to everybody
- good listening skills
- following instructions
- being kind and thoughtful to others
- to look after our school
- move safely & sensibly around our school
- take turns
- always try our best
- have kind hands, feet and mouths

Class Rewards & Sanctions

The overarching approach to managing and developing positive behaviour is the whole school values approach, whereby pupils are rewarded with tokens. Where pupils make the wrong behaviour choice, a discussion of values ensues to highlight our school expectations.

The school recognises the need that bespoke reward systems can be implemented in classrooms that reflect the age and stage of the children involved – and this will be carried out alongside the values-based reward system. A range of strategies across the school are used including:

- traffic light system in EYFS (children respond to the visual element of this while being introduced to the values approach);
- Class Dojo;
- Sticker Charts;
- Class Stars;
- Star of the Day;
- Merits;
- Table Points;
- Class Cubes;
- Golden Table;
- Chance Cards.

The use of 'pay-back time' is used as appropriate to enable pupils to reflect upon their behaviour choices.

Hall of Fame

One child per class is chosen by the teacher to celebrate success in a variety of areas. Teachers write the reason for the child receiving the award. Parents will be invited to attend the Celebration Assembly where their child will be presented with the certificate.



Values Tokens

Pupils are encouraged to take responsibility for their own behaviour, and live the values of the school. Values tokens will be given out by all staff which will then be collected within the classroom to generate a class collection. These are then transferred to a central point to generate a year group winner at the end of each term. The winning year group will receive a reward through collaboration with their teachers, e.g. extra play time. One pupil who has shown the value of the month will be nominated per class by the teacher and / or class, who will receive a certificate in whole school assembly at the end of the month. There will also be an adult nominated award. In addition one child is selected to receive the end of the year values trophy for each year group. These trophies form part of the central values display area and are an important element of the legacy that the school creates.

Behaviour Management

The following lists are examples of the types of behaviours deemed unacceptable.

Unacceptable behaviour

- shouting out in class
- use of offensive language
- stopping others learning
- showing lack of consideration
- telling lies
- disruption
- refusing to work in the classroom
- theft
- pushing in line
- failing to follow instructions

Seriously Unacceptable behaviour

- repeated unacceptable behaviour
- swearing
- bullying/threatening behaviour
- fighting/kicking
- repeated violence
- vandalism
- repeated theft
- racism
- sexual harassment
- aggressive behaviour
- homophobia

De-escalation

We recognise that some pupils may behave in challenging ways. In these instances it is important that de-escalation is used in the first incident for example:



- a) Staff work together to devise strategies to shape, minimise or divert the inappropriate behaviour.
- b) Parents should be involved in discussion about developing strategies
- c) Individual students who need more than school code of conduct and usual class level rewards and consequences must have an individual behaviour plan - which may be in the form of a report card - in place.
- d) Staff working with these pupils will be trained to use physical intervention as a last resort using the Team Teach programme.
- e) A Positive Handling Plan is drawn up, if required, involving the Head Teacher. This plan should be signed by the parents / carers.
- f) Additional advice should be sought, when needed, from other professionals (e.g. the Educational Psychologist), or from parents / carers.

SEN

Hinckley Parks Primary School is an inclusive school and it's important to note that in line with the Discrimination and Disability Act that pupils with special needs must not be discriminated against. This includes pupils with ESBD – Emotional, Social, Behavioural Difficulties. Some pupils may require additional support to adhere to this policy and the school will work closely with parents and external agencies to provide this.

Recording

Behaviour/incident records are held on an electronic system (CPOMS) and key professionals are informed on a regular basis. It is the responsibility of class teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher, but must also be recorded on the school's electronic system. If the behaviour is causing frequent concern a member of the Senior Leadership Team will give advice and support. In some situations external professional advice will be sought. The Head Teacher and Deputy Head are the only members of staff who can sanction a fixed term or permanent exclusion in the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion. Any exclusions or suspensions will follow DfE policy and procedure. Whole school records on figures of any incidents of bullying or racism are reported termly to Governors and yearly to the Local Authority.

Lunchtime incidents are also recorded and reported to the Senior Leadership Team.

Our Code of Conduct is centred around securing positive outcomes in the following areas:

- Being healthy
- Staying safe
- Enjoyment and achievement
- Making a positive contribution



- Achieving economic well being

In order to give the children clear guidelines on the way to behave in school, the Governors, Staff and Pupils have developed a specific code of conduct. This is our agreed code of conduct:

Code of Conduct

- To listen and be attentive
- Have kind feet, hands and mouths
- Move around the school sensibly and look after our school
- Have a positive attitude
- To stay safe

Playtimes & Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes play equipment bags for each key stage and structured games which are lead each lunchtime by the Lunchtime Supervisors, with the focus on co-operative play, good communication & teamwork. KS2 children have the opportunity to play football on the hard standing ground as per the rota.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach of de-escalation.

Children are recognised for positive behaviour at play and lunchtimes. This can be through verbal praise and public recognition, passing the good news onto class teachers and other adults and through the use of values tokens.

Our approach for successful lunchtimes is:-

- Consistency
- Children will be clear that staff are aware of their behaviour
- Patterns of 'bad' behaviour that are other than those of an aggressive nature are addressed and recorded
- There is mutual respect between adults and children
- All adults respond in a similar way when managing our children
- The system encourages a shared responsibility for all our children
- Ultimately, it is 'preventative' because unwanted behaviour is dealt with before it happens.

If lunchtime behaviour fails to follow the expectations then the consequences are as follows:

STAGE 1 – Rule / expected behaviour reminder using the language of values



“Which value are you not showing?”

Choice presented to child: “You can choose ... or you can choose... If you choose ... then you will have your behaviour recorded in the Incident Communication Book and your teacher will be informed.”

STAGE 2 – *Time out for 2-5 minutes – child to stay with the adult dealing with the behaviour. Incident recorded in Incident Communication Book.*

Choice presented to child: “You can choose ... or you can choose... If you choose ... there will be a further consequence.”

STAGE 3 - *To be sent to a named member of the Staff*

Incident recorded in the Incident Book.

If Stage 3 is reached regularly then parents to be informed by the class teacher or a member of the SLT.

In the event of **extremely unacceptable behaviour** or **persistent disruptive behaviour** at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play or lunchtimes for a fixed period. This may result in a lunchtime exclusion in extreme cases.

Playground Procedures

- It is the responsibility of all staff who are on duty to check the High Profile Board that shows children who have medical conditions, allergies etc.
- It is the responsibility of the DSLs to ensure that Lunchtime Staff are aware of any high profile children and the Individual Behaviour Plan needs to be followed.
- Children must stay in the correct playground. If a child needs to enter the building to use the toilet, they must inform an adult. The child must then return straight afterwards to their own playground.
- Teachers, Support Staff and Lunchtime Supervisors will: move around the playground for which they are responsible every few minutes, scanning regularly, noticing body language, observing any noticeable difficulties that may be arising between pupils.
- When one member of staff is playing with children, one member of staff will move around the playground.
- Careful consideration will be given to the relative importance of any complaint made by a child. On some occasions TLC may be what is required, on other occasions, if the complaint is considered to be important, the child may be sent to First Aid - if a **significant injury or ANY form of head bump** has been acquired, **THE CHILD MUST BE ESCORTED BY AN ADULT** and handed over with as much information as possible.
- If a child is slightly injured, basic first aid is used (e.g. a plaster may be administered on a cleaned graze, if the child is not allergic) and the injury is recorded in the First Aid Book. Details of the injury are written down while the child is given help. If a child appears to be seriously injured or in severe pain, a child should be sent to the office to inform the First Aider, if applicable the Walkie Talkies can be used to relay any urgent messages; in such circumstances the child is not moved and if necessary an ambulance is requested.



- Two minutes before the end of playtime a whistle is blown so that children may freeze and get ready to follow the next whistle. Equipment is collected at this time by monitors / volunteers; on the second whistle the children will walk in an orderly manner to their classrooms.
- Lunchtime Staff will not leave the playground until all the children are under the supervision of their teachers.

The children will have the following expectations:

To show our values in the lunch hall and at playtimes we...

- ❖ Follow instructions the first time they are given;
- ❖ Share equipment and play co-operatively;
- ❖ Keep our hands and feet to ourselves;
- ❖ Use quiet 'inside' voices when we are eating our lunch;
- ❖ Finish eating before we leave the table;
- ❖ Line up when the second whistle is blown.

Rewards

Appropriate behaviour in the playground and dining hall is recognised by adults verbally praising the child / children and naming the value shown in a positive way. It will also be rewarded through the use of 'Values Tokens'. This can be reported to class teachers so that it can be celebrated. All staff and Lunch Time Monitors are to award Values Tokens for positive behaviour.



COVID-19 ADDENDUM

A new set of additional rules and routines have been added to keep everyone safe as a response to COVID-19. Pupils who therefore put others at risk, may be excluded.

Rules & Routines to Keep Us Safe:

- **Stay inside your 'group bubble' with your adult;**
- **Do not share anything;**
- **Stay at your desk / in your designated area;**
- **Keep 2m apart at all times;**
- **One person in toilets at a time (group visit);**
- **Follow one way system on stairs; keep to left of corridors;**
- **Wash hands regularly with soap and for 20 seconds;**
- **Catch sneezes in a tissue and dispose of in black bin;**

SHOW RESPECT & KINDNESS BY KEEPING EACH OTHER SAFE!