# Behaviour Policy

## Purpose

The purpose of Halifax Primary’s behaviour policy is to encourage children to behave in a sensible manner so that all children can enjoy a happy, safe and pleasant learning environment.

## Audience

- School Governors
- Staff
- Pupils
- Parents

## Related Policies

- Bullying Appendix
- Safeguarding Policy

## Policy Re-approved

Policy updated to reflect new protocol: July 2019

Future Policy Review: July 2020
Aims

We aim to encourage children to behave in a sensible manner, taking responsibility for their own behaviour so that all children may enjoy a happy, safe and pleasant environment in which each individual is respected and valued.

This will be achieved through:

- **Ethos** – Creating a positive ethos through the involvement of all members of the school community
- **Responsibility** - Children will be encouraged to become autonomous, operating as independently as is appropriate. Children will be encouraged to become responsible, owning their behaviour, and accepting the consequences for their actions
- **Expectations** - We expect all members of the school community to have high expectations of themselves and of others
- **Positive Attitudes** – We expect all members of the school community to show respect to each other and the environment at all times. All staff, support staff, mid-day assistants and others should model the behaviour and attitudes expected from the pupils
- **Social Skills and Awareness** – All members of the school community should listen to others, wait their turn to speak, and speak politely. Adults in the school should model these behaviours
- **Environment** – All members of the school community will work to create an orderly and structured learning environment
- **Recognising Achievement** – Use will be made of reward systems to recognise positive achievement, including; praise, stickers, class rewards, certificates etc.
- **Positive Reinforcement of Codes of Conduct** – Codes of conduct will be displayed and referred to. Active teaching will take place during circle time and PSHE lessons
- **Active Involvement of Parents** – This will be encouraged through early contact with parents the event that any behavioural concerns arise
- **Consistency** – We expect codes of conduct to be consistently applied in order to give children clear boundaries within which to work and play
- **Bullying** – All staff should be aware of the need to maintain the self-esteem of all children, to ensure that no child becomes either a victim or a bully. Active teaching will take place during PSHE lessons (See Bullying Appendix)
- **Assertive Discipline** – There is an established framework within the school for managing behaviour. The structure of the framework should be followed as appropriate and applied consistently by all. There may be occasional times when application of the framework should take into account individual circumstances, and the age and maturity of the children (See Assertive Discipline Appendix)
Definitions

- **Privileges** – extra-curricular clubs, invited activities such as sports fixtures, representing the school in any capacity that is not part the curriculum. We consider most educational visits to be part of our curriculum and not a privilege
- **Severe behaviour** – offensive language used in an aggressive way to another person, witnessed by others, deliberately hurting a pupil or adult, refusal to comply with instructions given by an adult
- **Fun on Friday** – A whole class activity time to promote whole class cohesion and well-being

**Assertive Discipline**

The staff have had training in assertive discipline, and this approach has been adopted throughout the school.

**Class Charters**

Each class teacher will draw up an age appropriate Class Charter with their class at the beginning of the academic year, this will go beyond the school rules, setting out clear expectations for the year.

**School rules**

- Be caring
- Be safe
- Be respectful
- Be responsible

**Rewards**

Rewards should be based around positive reinforcement through the use of praise to individuals, groups and the class as a whole. Rewards may include use of:

- Stickers
- House points
- Books Cards
- Notes home
- Behaviour Awards
- Positive phone calls
- Fun on Friday
- Termly class rewards
Once rewards have been given they **MUST NOT** be taken away as a punishment for poor behaviour.

Classes can negotiate with their teacher, three different class rewards at the beginning of each academic year, which they will then earn on a termly basis. Once the class has achieved a given number of class points, they will receive one of their chosen rewards which will take place on a Friday afternoon. Class points are awarded for specific, desired behaviours from the class as a whole e.g. everyone actively listening, everyone on task, lining up sensibly etc.

**Consequences**

- An individual reminder of the rule, a look, proximity praise etc.
- Tick placed on the tracker under ‘W’ - one minute to be spent in Reflections at either break time or lunch time
- A second tick placed on the tracker under ‘S’. The child will spend 5 minutes ‘time out’ within the class and five minutes to be spent in Reflections at either break time or lunch time
- A third tick placed on the tracker under ‘B/S’ will result in a ten-minute exit to a parallel class and ten minutes to be spent in Reflections at either break time or lunch time with a loss of privileges for 5 consecutive days after the incident
- A fourth tick under ‘R/S’ will result in the pupils being exited for the rest of the session to work in the parallel class and the pupil spending either their break time and/or lunch time in Reflections with a loss of privileges for 15 consecutive days after the incident
- Severe clause – immediate exit to work with Learning Mentor and the pupil spending either their break time or lunch time in Reflections with a loss of privileges for 15 consecutive days after the incident

The consequence system starts afresh at the beginning of each morning and afternoon session

**Exit Procedures**

**Blue Exit Slips**

If a child receives a Blue Exit Slip this will be sent home to parents and the class teacher (adult covering the class) will also make contact with parents at the end of day. As a consequence of the Blue Exit Slip being given, the child will lose their privileges for 5 consecutive school days after the event. The class teacher (adult covering the class) will record the Blue Exit Slip on CPOMS under the Behaviour Category and inform club leaders.

If the child receives a second Blue Slip within the half term, the class teacher, supported by the Learning Mentor, will meet with parents who will be asked to completed a Behaviour Acknowledgement. This will then be followed by a discussion of the behaviour and the resolutions.
If the child receives three Blue Slips in a half term, the same consequences will apply and a meeting will be arranged between the Class Teacher, the Learning Leader and the parents to discuss the child’s behaviour and resolutions.

If the child receives a fourth Blue Slip in the same half term, the same consequences will apply and a meeting will be arranged between the Class Teacher, Assistant Headteacher and the parents to complete a Solution Focused Behaviour Plan, this will be reviewed fortnightly with staff and parents arranging follow up meetings.

In the event that the child receives five Blue Slips in one half term, the consequences will be a loss of privileges for the remainder of the half term, half day internal exclusion and a meeting will be arranged between the Class Teacher, the parents and the Headteacher.

**Red Exit Slip**

If a child receives a Red Exit Slip, parents will be asked to meet with the Class Teacher and the Learning Mentor, at the end of the school day, to discuss the behaviour, complete a Behaviour Acknowledgement and discuss resolutions. The pupil and parents will be made aware of the loss of privileges for 15 consecutive school days after the incident. The class teacher (adult covering the class) will record the Red Exit Slip on CPOMS under the Behaviour Category and upload a copy of the Behaviour Acknowledgement and inform club leaders.

In the event of a second Red Exit Slip, in one half term, the child will receive a further loss of privileges for 15 school days after the incident and a whole day internal exclusion. The parents will be asked to meet with the Class Teacher and the Learning Leader to create a Solution Focused Behaviour Plan, which will be reviewed fortnightly in follow up with staff and parents. Both the conversation and a copy of the Behaviour Plan should be recorded on CPOMS and shared with the SENDCo.

In the event that the child receives a third Red Exit Slip, the child will lose their privileges for the remainder of the half term. A meeting will be arranged between the Class Teacher, Headteacher and the parents.

**Monitoring and recording**

All consequences, including Blue and Red Exit Slips will be recorded, on class tracker sheets. Morning session should be recorded in **BLACK**; afternoon should be recorded in **RED**. CPOMS will be used to record meetings and conversations with parents regarding behaviour and copies of Behaviour Acknowledgements and Solution Focused Behaviour Plans should be uploaded onto CPOMS. Class trackers will be given to the Learning Mentor each week, before the end of the day on Friday.
Adapting for individuals

Professional judgement has to be applied when considering individuals. For some children or whole classes with persistently poor behaviour, ‘Drop Down’ can be considered as a possible strategy, but this decision must be made in consultation with the Learning Mentor and an Assistant Headteacher. This means the child/children are given one warning, and are then exited.

Some children with particular behavioural difficulties may be working on a more individual reward system, possibly in conjunction with parents. This may involve earning a certain number of stars or stickers during the week in return for a reward at home, or in order to receive a special sticker, or certificate from another member of staff e.g. Senior Teacher, Deputy Head or Head. For children with persistently poor behaviour a Solution Focused Behaviour Plan will be created to set clear goals and adaptations for improving behaviour.

Support for Pupils and Parental Involvement

A Solution Focused Behaviour Plan will be created for any child considered to be in danger of exclusion.

The following support systems and strategies may be used:

- Involvement of the school Learning Mentor, SENDCo and school support strategies
- Referral to County Inclusion Support Service or In Year Fair Access Panel
- Class Teachers will maintain close contact with parents/carers and offer regular opportunities for liaison
- Following any fixed term exclusion there will be a reintegration meeting with a member of the Headship Team, parents/carers and the pupil.

*Under the Education Act 1996 authorised staff in school may use reasonable force to control or restrain pupils where they are liable to harm themselves or others or damage property.*

Exclusion

The school follows County and Government guidelines on exclusions, and may exclude children for a fixed period or permanently. The school has the right to exclude children from the premises at lunchtimes, this is recorded as a half-day fixed term exclusion. However, at Halifax Primary School external exclusion will only be used as a last resort when a child’s behaviour is deemed to be threatening or dangerous to the safety and well-being of themselves or other members of the school community.
The following may result in a fixed term or permanent exclusion from school:

- Persistent disruptive behaviour
- Threatening Behaviour
- Physical aggression
- Bringing any item or substance onto the premises that the school considers inappropriate or that threatens the safety or welfare of other members of the school community
- Bullying or prejudice related incident
- Inappropriate use of any item that could be deemed to be threatening or dangerous to the safety or welfare of other members of the school community
- Inability to work within the School Behaviour Policy or respond to a Solution Focused Behaviour Plan.

There may be incidents that are deemed serious enough to result in immediate permanent exclusion.

Lunchtime Behaviour

Behaviour issues at lunchtime are dealt with in the first instance by the Midday Supervisors. Children may be sent in to the Reflections’ room to discuss an incident with the Learning Mentor or for ‘time out.’ The Learning Mentor will inform Class Teachers or any issues using CPOMS. Children who are frequently involved in incidents at lunchtime should be referred to the Learning Leaders.

Persistently poor behaviour at lunchtime will also result in a child being kept in for part or all of the lunchtime period. In cases where a child’s behaviour continues to be unacceptable, the child may be excluded from the playground and will earn this time back by making good choices. Midday Supervisors have regular meetings with a member of the Senior Leadership Team in order to discuss and improve the lunchtime period.

If there is an incident of severe behaviour at lunchtime, a Yellow Slip can be issued by the Learning Mentor or a member of the Leadership Team. If a Yellow Slip is issued at lunchtime, the child will be excluded from the playground at break time and will have to earn this time back through good behaviour choices. A meeting will be held between the Learning Mentor, the Class Teacher and the parents to complete a Behaviour Acknowledgement and share the plan for reintegration onto the playground.

Any questions or concerns regarding the implementation of this policy should be directed to the school’s Headship Team.