

# HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



## Behaviour Policy

Policy adopted on .....1.10.18.....

Review Date .....1.10.19.....

Signed: Headteacher .....Sarah Sivieri.....

Chair of Governors .....Margaret Wainwright

## Introduction

At Hayes Meadow, every pupil has the right to a happy and safe school life so that they can progress successfully in their learning and social development. Disruptive behaviour from pupils within and beyond the classroom slows this progress and this is why we expect all the pupils to follow the school's Behaviour Code which were established by staff and pupils. Our pupils have ownership of the school's Behaviour Policy and each year it is reviewed through our School Council and the Class meetings they hold. Their feedback is given to staff to make any changes so that the policy continues to work successfully.

- All teaching and support staff are expected to follow this policy and to fulfil their roles and responsibilities within it demonstrating respect and tolerance for all pupils and their families.
- We respectfully request that all parents and carers support and regularly reinforce this policy with their children. This is reinforced in the school's home/school agreement.

## Behaviour Code

**HAYES MEADOW PRIMARY SCHOOL**

# Behaviour Code



- Always be kind and say kind things to each other.
- Walk around school.
- Speak out if someone is being bullied.
- Treat everyone with respect and use our manners.
- Always be honest and tell the truth.
- Respect other's belongings and equipment.
- Be an ambassador for Hayes Meadow.

## Team Points

Teams are allocated on entry into Nursery Class. These will be evenly allocated across the four teams, Red, Yellow, Green and Blue. Team points are awarded for effort, achievement and positive behaviour.

All pupils (Years R – 6) record team points they have earned onto charts in the classroom which are displayed. When pupils are awarded a team point they record it on the class chart. The class chart is counted weekly by the Team Point Monitors and the team totals are read out in assembly at the end of the week. The Team Point Cup is then awarded to the winning team and displayed in the hall. The team totals are also written on the display in the hall and sent home to parents on the newsletter.

### Golden Time

Golden Time is earned by demonstrating a whole class ethos to following the Behaviour Code. The children can earn minutes of Golden Time during the week up to 25 minutes in Key Stage 1 and 20 minutes in Key Stage 2. Golden Time usually takes place on Friday afternoon. In both Key Stages there is a visual display to show the children how many minutes they have earned during the week. Each teacher displays the amount of Golden Time earned in an individual way to suit their class.

### Consequences

Consequences are given when a pupil does not follow the Golden Rules. The following system is followed:

#### KS1

- We are ready to learn – Visual Display Rainbow, sun and cloud in each class room. Children start afresh each day on the sunshine.
- Verbal warning with a clear reference to the disruptive behaviour.
- Second warning then move down to the cloud.
- If the behaviour continues a further verbal warning is given and three minutes time out at the fence at break time to give them calm down time and reflect on their behaviour. Teacher to talk to the child about their behaviour and what they need to do to change it.
- Sent to KS leader. If in class then send to Deputy. Children lose 5 minutes Golden Time.
- Sent to Headteacher with Behaviour Incident Record Form.
- Parents Contacted and Incident/ Behaviour recorded.

#### KS2

- Verbal warning with a clear reference to the disruptive behaviour.
- Second warning then minutes deducted from Golden Time.
- Sent to KS leader. If in class then send to Deputy. Children lose 5 minutes Golden Time.
- Sent to Headteacher with Behaviour Incident Record Form.
- Parents Contacted and Incident/ Behaviour recorded.

- Each class has behaviour records and it is the responsibility of the class teacher to maintain a record of any incidents throughout the week. The completed behaviour reports are then sent to the Headteacher.
- It is important for teachers and parents/carers to work in partnership and to communicate with each other if pupils are consistently breaking the 'Behaviour code' at school or are misbehaving at home. Class teachers are responsible for contacting parents/carers within a short time-frame if a pupil's continuing disruptive behaviour is affecting their own or others' learning within class.

#### Pupils with identified special educational needs and / or disabilities

At Hayes Meadow we recognise that a minority of pupils will have been identified as having special educational needs and / or disabilities which can be a temporary or permanent barrier to being able to access this policy. We are committed to acknowledging the contextual needs of all our pupils and making reasonable adjustments to our management of behaviour that ensures they continue to experience our high expectations but are not disadvantaged or discriminated against in their efforts to achieve this.

#### Lunchtime Team Points

Team Points can be earned at lunchtime for good behaviour. The team points are given by lunchtime supervisors and placed in boxes representing the colour of that team. They are counted at the end of the week.

Monitors announce the totals in Celebration Assembly on Friday at the end of the week. The winning team is awarded extra time on the climbing frame (KS2) and to ride on the scooters or play with lego (KS1).

#### Lunchtime Consequences

It is the responsibility of lunchtime supervisors to manage behaviour at lunchtime. This includes the prevention of poor behaviour by:

- Establishing and maintaining positive relationships with the pupils.
- Engaging with the pupils relative to their age.
- Liaising with class teachers and the Leadership Team to identify and act upon any current issues.
- Monitoring, anticipating and intervening to calm disagreements between pupils.

At lunchtime the supervisors keep a record of pupils who have been warned or given Behaviour Incident Forms and the reason for this. The lunchtime supervisors will notify the class teachers at the end of lunchtime if any of their pupils have received a warning or form. The Senior Lunchtime Supervisor will monitor the lunchtime behaviour every half term and if there are any concerns they notify the Key Stage leaders.

## Headteacher Stickers

These stickers are given to pupils for exceptional effort, work or behaviour. When a pupil has achieved this they are sent with their work or a brief message to the Headteacher.

## Star of the Week Award

Each week class teachers nominate a pupil from their class to receive an award for their work. Class teachers prepare the certificates and keep a record of those given out. The certificates are awarded in Friday celebration assembly with a brief explanation from the teacher.

## Headteacher Awards

Each week the Headteacher awards a pupil from each class with an award for excellent behaviour or work. The Headteacher prepares the certificates and keeps a record of which pupils have received the awards. The certificates are handed out in assembly at the end of each week with an explanation from the Headteacher. The pupil's names are then displayed on the weekly newsletter for parents/ carers to see.

## Other Awards

Other awards achieved in school, such as through sporting competitions, are also celebrated in assembly. The pupils are also encouraged to share with the school their achievements, certificates and awards gained outside school. They have opportunities for this during assemblies and also during class assembly time.

## Monitoring of Consequences

*'Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.'*

**Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. Department for Education 2012**

The class behaviour logs will be checked by the Headteacher at regular intervals. Pupils who are receiving a high proportion of warnings or behaviour incident forms will be monitored carefully and will need to discuss their behaviour with a member of the school's Leadership Team. As an outcome:

- SLT may carry out further classroom observation to ascertain that the quality of teaching and/or additional support is meeting the child's needs.
- Parents/Carers may be invited into school to meet with the class teacher and a member of SLT to discuss their child's behaviour.

- There may be a requirement for Individual Behaviour Plans to be put in place to enable a change in behaviour for specific pupils.
- A specific, time-specified, programme of support for nurture or social skills development may be required. This would be delivered by a teaching assistant.

An 'Early Help Meeting' involving parents/carers and support agencies will be initiated by the school if:

- A pupil has been identified as having specific physical, social or emotional needs that must be met beyond school in order to improve their behaviour
- A pupil has been identified as being at risk of exclusion

If there are specific issues beyond school that are starting to affect the child's time in school we hope there will be a shared acknowledgement of this with parents/carers. If this is the case, a member of SLT will request consent from parents/carers to make a referral to the Local Support Team in Rugeley who can provide external, specialist help for the child and/or their family in school or at home.

#### Risk assessments for pupils displaying challenging behaviour

The school will consider undertaking risk assessments for pupils with challenging behaviour in order to minimise risk, protect pupils and staff and to exercise the school's "Duty of Care".

This will involve completing a risk assessment and a behaviour plan. The plan will identify the causes of the concern and what can be reasonably required of the pupil. The involvement of parents/carers is essential if a successful outcome is to be achieved. The plan, shared with all staff, will set targets and also explain triggers with ways of dealing with different situations for the specific pupil.

#### Physical restraint

Staff have received training from the local authority regarding the use of physical restraint. If a situation requires this response then pupils will be restrained by a member of staff:

- To prevent a pupil from causing physical harm to a member of staff or another pupil
- To stop a fight in the playground
- To reduce risk of physical harm to themselves

All restraints are recorded on the Staffordshire Physical restraint report form and parents/carers are contacted immediately. The forms are kept in the Headteacher's office on the inclusion noticeboard.

#### Exclusions from school

The Headteacher can make the decision to exclude a pupil from Hayes Meadow Primary School.

Unacceptable behaviour which might lead to exclusion include:

- Physical assault against a pupil

- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Theft
- Persistent disruptive behaviour

Hayes Meadow Primary School takes a very serious view of incidents of this type and in an extreme case the Headteacher has the power to exclude for a fixed period of time or permanently. Permanent exclusion is only used as a last resort:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

*'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'*

**Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. Department for Education 2012**