



Higher Failsworth Primary School

Behaviour Policy 2020-2021

'Working together for an Education for Life.'

Date Adopted:	October 2020
Date of Review:	October 2021
Staff Member:	Headteacher, Safeguarding and Pastoral Manager, Behaviour Lead

HIGHER FAILSWORTH PRIMARY SCHOOL

Behaviour Policy

Good behaviour is a strength of our school.

“The behaviour that I saw around the school was consistently good. I was particularly impressed by the high levels of concentration shown by children in the early years as they took part in a discussion”. (Ofsted, October 2017)

Rationale

At Higher Failsworth Primary School we aim to ensure that all members of our school community are within a safe, caring and positive environment where they are appreciated and valued as individuals, and given the opportunity to succeed.

We aim to help children to develop into positive, responsible and increasingly independent members of the school community and help them to understand how making the right choices can have a positive impact on their learning.

Principles

We believe that for effective teaching and learning to take place all members of the school community should strive to demonstrate positive behaviour.

We aim to do this by:

Promoting respect for others, ourselves and our environment

Rewarding good behaviour and celebrating success

Promoting self-discipline and high self-esteem

Being fair and consistent in our approach and response to both positive and negative behaviour

Acknowledging that all children are different and require different methods of behaviour management

Providing an environment that is purposeful, calm, secure, and safe from disruption

Roles and Responsibilities

Promoting positive behaviour requires the commitment of all members of the school community.

We expect all members of school staff to apply this policy consistently and fairly and to model positive attitudes and behaviour.

We expect all pupils to do their best to follow the school rules and take responsibility for their own actions.

We expect parents and carers to support us in implementing this policy.

We expect Governors to apply this policy consistently and fairly.

Practices and Procedures

School Rules

Children and staff worked together to establish our school rules. Four whole school rules have been agreed on, which are to be followed by the children and staff around school.

These rules are:

Be Safe

Be Polite

Be Kind

Be Learners

“Always Green” Traffic Light Behaviour Management system

Each class has a traffic light behaviour management system. Each child starts the day on a green card. Showing the right behaviours, making the right choices and following the school rules will keep children on a green card.

If a child is making the wrong choices and not presenting the expected behaviours then a member of staff will issue a warning, explaining what behaviour they are showing and why it is not acceptable. They will also explain that this is a warning and if the behaviour continues it could result in a yellow card.

If, after the warning, the behaviour continues then a yellow card will be issued and the child's green card will be taken from the display. The system is progressive and if the behaviour continues then the child will be moved to a red card.

In exceptional circumstances children may be given a grey card. This will result in a reflection time to think about the behaviour they displayed. These behaviours are those suggested by the children and agreed by staff:

- Swearing
- Spitting
- Violence
- Deliberate destruction of property
- Derogatory language (calling children names about their appearance, sexuality, disability etc.)
- Racist language
- Stealing
- Dis-respecting staff members

We understand that everyone can make mistakes and sometimes present the wrong behaviours. Because of this, we allow children the opportunity to move back from red to yellow and yellow to green by showing the right behaviours over the lesson or period of time as deemed appropriate by an adult.

All yellow, red and Grey cards are recorded on our school System (CPOMS), derogatory language and racism have to be reported to the local authority. These records will be monitored by the senior

leadership team and repeat offenders will complete a programme of work with Miss Warburton (Lead TA on behaviour) and Miss Curtis (SENCo).

Children who have a yellow card at the end of the day will lose 10 minutes of their break time the next day. Red cards mean a loss of 15 minutes. During this loss of time the children will complete a reflection sheet and behaviour poem and a member of staff will discuss with the children what they had done and how they can improve their behaviour. Any child who has been given a grey card will also result in them losing part of their break and part of their lunchtime to reflect on the choices they made.

Once a child has been given 5 red/grey cards a meeting will be held with their parents to agree a plan for supporting the child to improve their behaviour. They will have a behaviour record card which will be initialled each day by the teacher and parent.

Once a child has been given another 3 red cards a meeting will be held with their parents to agree a plan for supporting the child to improve their behaviour. If they are given 5 red cards, then they will have a detention after school until 4pm.

Those children who have been green all term will receive an "Always badge". This is to acknowledge they are always green. Bronze is for one term, Silver for two terms and Gold for all year, and will be placed into a draw to win a voucher.

At the end of the school day children that have been green all day will get 3 dojo points.

At the end of each school day all children go back to a green card ready for the next morning.

House Points

Every child from Y3 to Y6 belongs to a 'house' in the school- Earth, Air, Fire and Water. There are nominated Year 6 captains for each House.

Children can earn points for their house. House Points are awarded for good behaviour and good work.

House points are collected weekly and announced in Key Stage 2 Merit Assembly. House Captains accept the House Cup on behalf of their house.

The House group with most points each term receives a non-uniform day at the end of each term.

Class Dojo

Children receive Dojo points for following the school and their agreed Dojo rules. Examples of receiving Dojo points are; giving good answers, reading at home, tidying up, getting changed quickly in PE, encouraging others etc... Dojo points can also be taken off children for negative behaviours such as not following instructions, being unkind, being off task etc...

At the end of the year children with the highest points will receive a prize according to the number of points they have received.

Merit Assemblies and Little Gems

These are held each week in each Key Stage to celebrate special achievements. Two children from each class are chosen to receive a Merit certificate and mention in assembly and others from each class are chosen as Little Gems. To achieve this status, children should have put in 100% effort over the week. Each week there will be a different focus for the little Gems. (Be Safe; Be Polite; Be Kind; Be Learners).

Little Gems will be invited to sit at our Little Gem table to eat their lunch on the Monday to celebrate them being a little Gem, the table is decorated and the children will have the option of a glass of apple or orange juice.

Prefects, Monitors and Lunch Time Buddies

Children from KS2 are asked to volunteer for the above roles which help with the smooth running of the school, especially at lunch times. They are expected to carry out their roles responsibly.

Children with Social, Emotional and mental health difficulties

Some of our children are identified as having additional needs with regard to some aspects of their behaviour. These children are identified by the class teacher or the pastoral team in full consultation with their parents.

For these pupils the usual range of rewards and sanctions may not be appropriate. These children may have:

- Provision map and Pupil Passport
- Individual behaviour plan & risk assessment
- Care and Support Plans
- Statements of Special Educational Need or Education, health and care Plan

These plans may carry their own short term rewards and sanctions outside those followed by the rest of the school. They may include specific management systems e.g. Gain 10 system. These are shared with all members of staff who work with the child.

Other Reward Systems

Some classes have devised their own systems of rewards e.g. smiley faces, Pebble Points and Class Treat Points. Sometimes other children are involved in nominating others for good behaviour and attitude e.g. Star of the Day, Good Citizen Awards.

Fixed Term and Permanent Exclusions

On occasion, the Headteacher has the need to exclude a child from the school. In doing so, the Headteacher will follow the LA (Local Authority) guidelines (copies available from the school office).

Lunchtime Supervision

Midday Supervisors are expected to follow this Behaviour Policy consistently and fairly. However, it is not appropriate for Middays to apply some of the sanctions. Sanctions used at lunchtime are:

A reminder of the school rules

A warning that the behaviour is unacceptable

In cases of severe disruptive and/or dangerous behaviour a senior member of staff is sent for to deal with the situation in situ.

NB: Under no circumstances should a child be told to stand against the wall. Some children with special educational needs find playtimes and dinner times difficult and will need support and encouragement in order to socialise and play appropriately.

Team Teach

All staff have now had 2-day training in Team Teach. This is a nationally accredited behaviour management strategy which aims are through the promotion of de-escalation strategies and the reduction of risk and physical handling, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Team Teach Behaviour Management is:

- 95% non-contact de-escalation techniques
- 5% positive handling to ensure the safety of the pupil and/or those around them

It is **ABSOLUTELY NOT USED AS A PUNISHMENT**

Any physical handling of pupils is in keeping with the guidelines issued under the Children's Act (1989) and the Department of Education guidelines on Restrictive Physical Intervention.

These are only ever used if a pupil is hurting either themselves or someone else, or if they have lost control and are causing a major disruption or are destroying property. They are used to help the child calm down, regain control of themselves and their emotions, and to ensure the environment is safe for everyone.

Where a child's needs are such that physical intervention is likely to be needed a Physical intervention Plan will be agreed with parents. However, there may be times when physical intervention is needed without prior discussion with parents. In such cases a meeting will be held to discuss the incident and the action that school took.

In all cases of physical intervention, a record is made and will be kept for 75 years.