



Hunsbury Park Primary School

Behaviour Policy

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Statement of intent

This policy sets out the framework for behaviour management across the school. It is designed to manage behaviour effectively through positive praise and rewards and create a positive culture and ethos where inappropriate pupil behaviours are less likely to happen. Consistency across the school is essential and this is reflected in all areas of the behaviour policy.

In school, we want all our children to feel safe, happy and excited to come to school. We expect excellent behaviour and good manners from all of our pupils all of the time. By following this policy, we create a safe and stimulating environment in which the children can thrive.

Our children are expected to follow the school rules and are praised for doing so. Good behaviour is recognised and rewarded first and when the rules are not followed, the children have to be able to accept the consequences of their behaviour choices. Hunsbury Park aims to empower staff by ensuring that teachers have responsibility over managing behaviours. Staff are therefore able to manage behaviour consistently and positively which helps our staff to build effective working relationships with all children. Staff are also responsible for recording behaviours as well as being part of professional discussions about individual needs of children.

Our behaviour policy is influenced by Paul Dix (Pivotal Education), writer of *When Adults Change Everything Changes*, where we ensure that we have first attention to best conduct as well as the use of scripted language.

At Hunsbury Park, we have high expectations of children's behaviour and we expect them to:

Be ready, responsible and safe

Try their best in everything they do

Have the highest standards of manners and courtesy

Have respect for other people, children as well as adults, and their beliefs and values.

Look after the school environment

Take responsibility for their own behaviour and conduct

To work collaboratively, we as staff:

Respond in a calm and consistent manner

Give first attention to best conduct

Adhere to the behaviour policy consistently

Trust, listen, give a chance, encourage, praise, and respect every child and each other

Are positive and understanding

Are a positive role model

Ensure the safety and wellbeing of both children and members of the community

Help children to understand and manage their feelings and emotions

Provide a fun enjoyable place to learn

1. Code of Conduct and Positive Strategies

1.1 CODE OF CONDUCT

At Hunsbury Park Primary School, we believe respect to be at the centre of our Positive Behaviour Policy. Our three school rules (Our Behaviour Promise) are used to form the basis of the golden rules in every class. 3 clear school rules define our behaviour policy:

Be Ready

**Be
Responsible**

Be Safe

These are displayed in every classroom and are referred to when supporting children's behaviours. Children are expected to follow this code of conduct throughout the school in order to create a positive atmosphere which supports teaching and learning.

1.2 POSITIVE STRATEGIES TO SUPPORT THE CODE OF CONDUCT

At Hunsbury Park, we believe that positive praise for best and first conduct can motivate and inspire children to make the right choices. We use various rewards consistently across the whole school (see below) in order to encourage children to make good choices and aspire to succeed in their learning. This allows us to create a positive attitude and atmosphere around school where children can celebrate their achievements.

1.3 DAILY AWARDS

WHOLE SCHOOL INITIATIVE - HOUSE POINTS

Positive behaviours are recognised daily by staff members at Hunsbury Park and attention to best conduct is at the forefront of this. Instant praise and recognition is important to us as we strive to ensure that children understand the positive approach they are taking.

With this in mind, throughout the whole school, children are assigned to a particular house (red, yellow, green or blue). At any given point during the day, children can be rewarded a house point for showing positive behaviours. This is a consistent approach that all teachers, staff and children are involved in across the school.

Examples of house points being awarded are, and not limited to:

Being ready first for the lesson

Showing perseverance

Being supportive to peers

Showing maximum effort

Showing exemplar behaviour towards the code of conduct

This can be related to both learning and behaviours and they are rewarded by all staff members. House points are displayed in every classroom on a recognition board so that positive behaviours are on show and children can actively show their success.

This collaborative approach from the children helps to build and maintain both an individual and a team ethos where their points go towards a team total. A team total is calculated and revealed every week to the children so that they can see their positive contribution. A whole school display is used within school to clearly show all children the progress and success of each individual house.

Other instant recognitions are also used across the school such as stickers on work and teacher comments.

1.4 WEEKLY AWARDS

Every week, some children are selected by staff members to win one of three awards. This is to show children at Hunsbury Park that their efforts are recognised continuously on a weekly basis. This is an approach adopted by all staff at Hunsbury Park so to ensure the children have a consistent reward for their efforts.

Golden Star – rewarded to an individual who has excelled throughout the week. This could be in any capacity, but they will have gone above and beyond the expectation.

The golden stars will then join the headteacher the following week for a hot chocolate / tea party.

Academic Award – rewarded for efforts or progress in an academic capacity e.g. particular progress in a subject area.

Behaviour Award – rewarded for someone who has shown exemplar attitudes towards the school code of conduct or school values

1.5 HALF TERMLY AWARDS

At Hunsbury Park, we recognise the continuous and relentless effort that some children continue to have across lengthy periods. We use a “**Student of the Half Term**” award where one particular child is selected by their class teacher for showing a persistent and model attitude and effort towards school life. This child will receive a “golden letter” from the Headteacher which will be sent home to parents and carers.

Due to the collaboration of the house points system, we also have a winning house which is selected each term to ensure that every child is included. This is an amalgamation of their house points across their half term and the **winning house** will receive a team reward.

1.6 PARENT/CARER COMMUNICATION

Throughout the behaviour process, we believe that effective communication with parents and carers is essential. Positive rewards are shared with parents/carers through many forms such as phone calls, emails, verbal and electronically through the Class Dojo app.

A “golden letter” form the Headteacher will also be sent home to the Student of the Half Term so that the children are able to share their success with their parents and carers.

Hunsbury Park also ensure that negative behaviours are communicated consistently (please see below) with parents and carers. This allows for a positive working relationship with children, parents and carers.

2. Consequences

At Hunsbury Park, we have high expectations of behaviour and when this is not adhered to then we use a staged approach to managing and issuing consequences. This allows children to understand and recognise the process so that they can make the correct choice. This model is used consistently across the whole school so that both staff and children are aware of the consequence procedure.

Throughout this approach, we believe that teacher intervention and empowerment is vital before escalating. Where possible, staff members will de-escalate and avoid further stages of the approach by having the power to move, swap, distract children from the behaviour present. We also ensure that the certainty of the consequence is paramount in any given situation, not the size. Where possible, teachers will carry out this consequence as we feel this empowers the teacher as well as it building a positive relationship between the teacher and pupil.

Scripted language is used consistently across the school to script difficult interventions as well as managing daily behaviours around the school.

Common examples that staff use at Hunsbury Park are: **I’ve noticed that... Be that as it may ... You need to ... You know the school expectations are to be ready, responsible, safe. I expect you to...**

This creates a consistent approach to behaviour across the school and it allows the children to be fully aware of the high expectations that staff set for them.

2.1. Staged Approach

1. Verbal Warning	<ul style="list-style-type: none"> • Discussion in private where possible • Teacher discretion to move children in class to avoid further escalation / consequences
2. Final Warning	<ul style="list-style-type: none"> • Final warning of inappropriate behaviour/actions previously displayed or new behaviour
3. Reflection time	<ul style="list-style-type: none"> • If the child's behaviour continues, they miss 5 minutes of their playtime with the class teacher • Where this is not possible due to duty, other year group teacher to wait with child for allotted time • Must be the succeeding playtime • Certainty is exerted here – children know that their teacher will follow the process through
4. Continued behaviour following on from stage 3.	<ul style="list-style-type: none"> • If impacting the whole class, child to be sent with their work to Phase Leader or member of SLT for the remainder of the lesson • If not impacting whole class, child to remain in class but they are still to miss the whole of next play with member of SLT • Child to miss whole of next playtime • One member of SLT available each play for this to happen • Phone call home and behaviour recorded on My Concern
5. Removal from class	<ul style="list-style-type: none"> • If behaviour is then repeated in a following lesson, the child will be removed by a member of SLT • Child will then spend the remainder of the day working in isolation • Behaviour recorded again using My Concern and parents/carers contacted

This consequence process can be seen clearly on appendix 4 (separate document). This document is displayed in all classrooms so that teachers are managing behaviours consistently across the school.

2.2 Recording Behaviours

My Concern is used consistently across the school to record behaviours. At stage 4 of the consequence process, teachers or SLT will record the specific behaviours that resulted in the

child receiving an extended reflection time and/or removal from the class. We aim to track and monitor these behaviours in order to identify patterns in children's behaviours. We feel it is important to assess these behaviours so that we can support the individual in making better choices. Here, teachers and SLT may decide that the recorded behaviours occur at specific times or for specific reasons and therefore individual needs will be considered (see below).

2.3 Individual Needs

We recognise that behaviour can be affected by circumstances both at home and school, and that for some children, managing their feelings, behaviour and making good choices can be very difficult. We will ensure that those children who may need additional help to manage their behaviour are given appropriate support.

Ongoing and persistent behaviours are monitored using My Concern. Upon consultation, SLT and the SENCOs may decide to intervene to identify the cause of the ongoing problems.

Both the teacher and SLT will identify the needs and targets will be set on an Achievement Chart in consultation with the SENCOs. A Behaviour Strategy Plan (see appendix 2) will be written to ensure appropriate support is provided to minimise the impact of disruptive behaviours in school. This will be shared with all class staff and parents.

Team Teach techniques are also by staff to effectively de-escalate challenging behaviours and create a positive working relationship with the children. As a last resort, a positive handling plan may also be used in specific circumstances in order to effectively manage individual behaviours (see appendix 3 for an example).

If necessary, SLT and the SENCOs will discuss if any external agencies are required to support the needs of the individual.

2.4 Zero Tolerance

At Hunsbury Park, we believe that some behaviours are unacceptable, and these are dealt with immediately by SLT.

These include but are not limited to:

Spitting

Physical fighting or aggression (including intimidation)

Swearing

Vandalism

Bullying – both in school and online

Racism

Homophobic Abuse

Behaviours which do not comply with being "Covid safe" – see Covid section and appendix

Persistent defiance and disruption

2.5 Exclusion

In rare cases, and as a last resort the school is entitled to deal with the matter as a disciplinary issue under this behaviour policy. Any sanctions that are applied will be reasonable, proportionate and fair and may include a fixed term or permanent exclusion provided it is compliant with the DfE's statutory exclusions guidance. Please see the exclusion policy for further details on this subject.

2.6.Lunchtimes

The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour. Stages 1-4 will be applied by lunchtime staff to ensure a consistent approach to managing behaviours.

In some cases, individuals may be targeted to have lunchtimes in other provisions e.g. The Hive to support their emotional needs.

If a child continues to lose minutes of playtime, either through in class or playground behaviour, the class teacher will decide when to involve senior staff and the child's parents. If appropriate and necessary, the child, their parents, class teacher and senior staff will discuss their behaviour and look at ways to work together to improve it. This meeting will be recorded and kept in the pupil's file.

Appendix 1

Coronavirus

In line with the government and DFE advice, schools will be re-opening to all pupils in September 2020.

At Hunsbury Park, we believe the children need educating on this unforeseen circumstance and the procedures around school. In line with guidance, the school day has been re-arranged to allow minimal contact between children.

We firmly believe, at this time, that the safety of all children, staff and families is essential. To support our current behaviour model, we have created stricter behaviour guidelines for the children to follow.

Whilst we have our current behaviour model in place, any specific behaviours that arise from the list below will be treated by SLT very seriously. Please see an adapted model to our consequence process.

Phase 1 – Verbal (and final) warning of Covid related behaviour. Parents/carers informed.

Phase 2 – Repeated behaviour – the school reserves the right to contact parents or carers and request that a pupil is immediately collected from school. Behaviour recorded.

Specific areas that are to be adhered to are and not limited to:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, non-compliance with social distancing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- rewards and sanction system where appropriate

- Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

If the school deems the initial act at phase 1 to potentially put other children/staff in danger, then this will be reported to SLT and escalated to phase 2 immediately. Non-compliance of following the school's coronavirus behaviour expectations will also result in an immediate phase 2 behaviour.

HUNSBURY PARK PRIMARY SCHOOL



BEHAVIOUR STRATEGY PLAN

This plan forms part of the pupil's IEP.

PUPIL'S NAME: Child A

D.O.B.:

DATE OF PLAN

May 2020

REVIEW DATE (review at least annually)

May 2021

Pupil's strengths and likes

- Individual workstation – outside the classroom
- Having adult 1:1 help
- Colouring sheets
- Helping adults with jobs
- Own calm box with chosen activities
- Drinks squash not water

Other information e.g. medical needs

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TRIGGERS (include people, environment, activities, perceptions)

- Having to complete work
- Not feeling he is in control
- Having to end an activity he is enjoying, or transition between activities
- Different people or new staff in class
- Coming in from playtime
- Perceiving something is unfair
- External issues from home that cause upset and anxiety
- Being told "No."
- Dislike of specific children in class
- Sharing BSA support with others

Likely (negative) behaviours

- Leaving the room – will leave the building, has climbed outer fence and run home
- Will run around school building
- Encouraging other children to join in with him
- Refusing to acknowledge adult help and support
- Swearing, shouting, being rude or interrupting
- Throwing objects in anger/frustration
- Intimidates children in anger

MOST EFFECTIVE DE-ESCALATION STRATEGIES – highlight whichever apply:

Verbal advice and support	Reassurance	Calm talking /stance	Time out offered	Time to talk
Choices/limits/consequences	Distraction	Planned ignoring	Adult swap over	Visit Hive
Success reminder	Time out directed	Humour	Negotiation	Contingent touch
Consequences reminder	Massage		Other: offer to do colouring sheet at table outside class	

HUNSBURY PARK PRIMARY SCHOOL



POSITIVE HANDLING PLAN

Please ensure Behaviour Strategy Plan is followed before moving to a PHP.

KNOWN PHYSICAL RISKS TO ADULTS OR PEERS:

- Throwing Pencils or other equipment, usually off table as he goes past
- Will run away, leave the building and has climbed over outer fence

N.B. RISK ASSESSMENT identifies changes to routines and environment to help reduce risk.

PLANNED PHYSICAL STRATEGIES TO BE USED

Two adults should be present for any physical intervention listed

- 2 person, inside elbow escort to calm room if needed.

NAMES OF KEY
ADULTS TO BE
INVOLVED IN PHYSICAL
INTERVENTION

1. Helen
Webster

2. Charlie
Vickers

3. Dan York

FOLLOW UP AND RE-ENTRY INTO SCHOOL STRATEGIES OR ACTIVITIES (e.g. time in calm room/ work outside class for a time/ time with other staff etc)

- Time to discuss issues later, as this can usually re-escalate the situation
- Time out of class, working in an office
- Make things right e.g. apology

SIGNATURES

Parent

Class teacher

SENCo

Headteacher

Date of PHP: May 2020

Review date: May 2021