

Hollington Primary Academy Good Behaviour Policy

This policy should be read in conjunction with The University of Brighton Academies Trust Exclusion Policy and Physical contact guidance.

Rationale

At Hollington, our good behaviour policy helps us to create a stimulating, caring and secure environment in which pupils and staff can learn, work and play safely. Our policy is designed to promote and create a framework for achieving good behaviour rather than merely to deter anti-social behaviour.

Aims

Through our behaviour policy we aim to:

- Ensure a consistent approach throughout the academy.
- Ensure that individual children's needs are taken into account.
- Work in partnership with parents over any behaviour issues from the earliest appropriate time.
- Develop ownership of the policy by the whole academy community.

Academy Vision

'Think Big'

At Hollington we are committed to ensuring all children reach their full potential. As a team we strive to provide an outstanding, creative, inclusive and fun learning experience. This is underpinned by high expectations, good behaviour, effective relationships and a welcoming ethos. We strive for our children to have positive attitudes, challenge themselves and develop strategies to become independent learners. As an academy we do not 'stand still' and are constantly looking to improve.

Expectations

Our home/academy agreement clearly sets out the high expectations for pupils, parents/carers and staff. Upon starting at the academy each child, parent/carers and class teacher will sign the home/academy agreement. Teachers will then review this with parents/carers at the first parents' evening of each academic year.

Staff

All staff are expected to encourage good behaviour, respect for others and to apply all rewards and sanctions fairly and consistently.

- Ensure each child's safety and happiness.
- Ensure that each child achieves their full potential as a valued member of the academy community.
- Provide a balanced curriculum and meet the individual needs of each child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Be opening and welcoming at all times and offer opportunities for parents/carers to become involved in the daily life of the academy.
- Keep parents/carers informed about general academy matters and about their child's progress in particular.

Pupils

Pupils are expected to take responsibility for their own behaviour and will be made aware of the academy's policy, procedures and expectations.

- Arrive at school on time every day.
- Look smart in the correct uniform.
- Be polite, friendly and helpful to others at all times.
- Work hard in the classroom and always do their best.
- Talk to an adult if there is a problem.
- Help look after the classroom and academy environment.
- Move around the academy and classroom in a calm and quiet manner.

Parents/Carers

We expect parents and carers to encourage their children to support the academy rules, their child's learning and to co-operate with the academy.

- See that their child goes to school regularly, on time and properly equipped, with clothing and belongings labelled.
- Make the academy aware of any concerns that might affect their child's work or behaviour.
- Support the academy's policies and guidelines for behaviour.
- Support their child in homework and other opportunities for home learning.
- Read with their child daily and sign their reading record.
- Attend parents' evenings and discussions about their child's progress.
- Get to know about their child's life at school and what they are learning.
- Behave in a way that sets a good example to the children when on the academy site.

The academy has a set of classroom expectations; these are displayed in each classroom. They are clear, positive and indicate the desired behaviour.

Classroom Expectations:

1. Be kind and respectful
2. Be helpful and polite to others.
3. Always do your best.
4. Listen to others.
5. Always tell the truth.
6. Look after property.

Rewards and Incentives

Staff should seek opportunities to praise pupils and where appropriate reward them for good behaviour and good work. Rewards should be suited to each child.

- **Praise children** – try to praise every child every day for some achievement, along with praising the behaviour we wish to encourage.

- **Whole Academy Reward System**

‘Smiley’ stickers will be awarded in all areas of the academy. Different colour stickers will be awarded in different areas of the academy. When giving smileys out, adults will ensure that they are given out in sensible amounts so as not to devalue the system. As an academy we want our children to know why they are being rewarded, so when allocating a smiley, staff need to explain why the child is receiving it, therefore reaffirming the positive praise while making other children aware to disseminate positive behaviour.

- **Orange** = classroom.
- **Yellow** = assembly and corridors.
- **Green** = Break times and Lunch times.

When children have accumulated set amounts of smileys they will receive a certificate of achievement in Friday’s celebration assembly. Further to this, when all the children in class have reached a set amount of smileys there will be a class reward.

The certificates and rewards work as follows:

- **50 smileys:** children receive a certificate.
- **100 smileys:** a session to have a treat of their choice.
- **200 smileys:** half a day to have a treat of their choice
- **300 smileys:** full day to have a treat of their choice.

On a weekly basis, Parents/Carers will receive a text message to inform them if their child has received 10 or more smileys.

- **Big Thinkers Club** - Class Teachers select 1 pupil a day with an outstanding piece of learning to go to the Principal’s office to be awarded with a ‘Big thinker’ sticker. Each week photographs of the ‘big thinkers’ will be displayed on a board in the main corridor.

(2:40 – 2:50 for Key stage 1 pupils and 2:50 – 3:00 for Key Stage 2 pupils)

- **Celebration assembly** - each Friday morning there will be an assembly where certificates are awarded. They promote one of the school values: high aspirations, respect, inclusion, determination, resilience and relationships. Parents are invited to the celebration assembly to see their child presented with their certificate. They will be sent a text on a Thursday afternoon to inform them that their child will be receiving a certificate.
- **Top table** - the MDSA's will choose a child from each class to sit on the top table in the hall at Friday lunch time. Each child can choose a friend from the class to sit with them.
- **Friday Fun** - Each class has 15 minutes of Friday fun time with the potential to earn 15 more. Friday Fun will run from 2:10 – 2:40 for Key Stage 1 and 2:20 – 2:50 for Key Stage 2. The Friday Fun activity will be displayed in each classroom at the beginning of the week and consistently referred to in order to promote good behaviour. Whenever possible, the pupils will be involved in the choice of activity so that it motivates them to behave positively. Activities could include: cinema session with popcorn, quiz, additional sports session, art activities etc.
Although, if a child has not behaved appropriately during the week, having to attend the Reflection Space or has been yellow/red carded they will lose part of their Friday Fun – this session is to reward positive behaviour and not an expectation. The scale will work as follows: attendance in reflection space = missing 3 minutes; a yellow card = missing 5 minutes and red card = missing 7 minutes.
- **Rainbow on the behaviour chart** - Any pupil who is placed daily on the rainbow will have their name put in to the Rainbow Reward class box. For example, if a child is placed on the rainbow 4 times in a week, their name will be put into the box four times. At the end of the week, each class teacher will draw 1 pupils name to have a Rainbow Reward. This will occur during Friday Fun and the group will take part in a structured activity run by a member of the Senior Leadership team.
- **Pupil of the Year** - Each year a trophy is awarded to 1 boy and 1 girl who are the academy's 'Pupils of The Year'. The Principal invites all staff to make nominations for this prestigious award. The SLT then choose a boy and a girl from all of the nominations. The trophies are presented in the final assembly of the academic year.

Consequences and Sanctions for Key Stage 1 and 2

The academy employs a number of sanctions to enforce the academy rules, while ensuring a safe and positive learning environment for all pupils.

When any adult is giving a sanction, it must be made clear why a sanction is being given, along with an explanation of how their behaviour needs to change to avoid further or future sanctions. To ensure consistency and clarity in this, across the academy, staff will use the standardised line: ***“You have moved to because.....”*** When any sanction is given it should always be the behaviour that is sanctioned, not the person.

Behaviour System

At Hollington Primary Academy we have a progressive approach to sanctions. The following behaviour chart will be displayed on the white board of every classroom within the academy.

Step:	Action:	
	Pupils move to the rainbow if they demonstrate impeccable behaviour during a session.	
	Pupils will start on the sunshine at the beginning of each day and after lunch each day. <i>Note: all children need to be moved back onto the sunshine before they are dismissed at the end of the day.</i>	
1	Verbal warning	
2	If undesirable behaviour continues, a pupil will move down to the cloud.	
3	If undesirable behaviour continues further, then a pupil will move down to the rain cloud. 5 minutes is lost from their lunchtime or at the end of the day. This time is either spent in the classroom with the class teacher at lunch time or with a teaching assistant near the end of the day. <i>Note: Between step 1 and 3, if a child can correct their behaviour, they can move back up the chart. They can only do this once in a session.</i>	
4	If undesirable behaviour continues further, then a pupil will move down to the thunder cloud. This means they will spend 15 minutes in the reflection space in the community room. Reflection spaces will take place from 12:10 - 12:25 and 2:45 – 3:00 in the Community Room with the Behaviour Mentor. This will be overseen by either the SENCO, Vice Principal or Principal.	
5	If undesirable behaviour continues further, then the teacher completes a yellow card and the pupil is sent to either the Key Stage 1 or 2 Lead who will make the decision of the class they are sent to if they can't accommodate the pupils themselves. The pupil will be sent with a reading book, copy writing or other work to complete. The pupil will remain in that class for an hour before returning to class. Yellow cards will be entered on to SIMs and the class teacher will inform the parent and record the contact on CPOMS that day.	
6	For serious incidents (i.e. complete defiance, verbal abuse, deliberate damage to property or physical aggression directed at another pupil or member of staff or refusal). All of the above procedures are bypassed and the class teacher will send another pupil to the office with a completed red card. The office will alert a member of SLT who will remove the child from the class and they will work in isolation for the remainder of the day. The Principal will contact the parent/carer at the earliest opportunity and a decision for further action will be made, this may involve exclusion. Red cards will be entered on to SIMs and recorded on CPOMS.	

Reflection space

Attendance in the reflection space will be monitored by Senior Leadership team:

- **2 sessions in the reflection space in a week:** Class teacher speaks to parent/carer.
- **5 sessions in the reflection space in a term:** parent/ carer to meet with class teacher and Key Stage Lead. The pupil will be on a behaviour report for at least the next week.

At the end of the week, the behaviour report will be reviewed by the class teacher and the Key Stage Lead. From here a decision will be made as to whether the behaviour report needs to continue and this will then be shared with the parent.

- **10 sessions in the reflection space in a term:** parent/carer to meet with class teacher with either SENCO, Vice Principal or Principal.

Records of contact with parents must be recorded on CPOMS.

Yellow, red and green cards (see playground and lunchtime behaviour for green cards)

Yellow, red and green cards will be monitored by the Senior Leadership team. If a pupil receives a second yellow or green card in a week, they will be put on a behaviour report for at least one week. At the end of the week, the behaviour report will be reviewed by the class teacher and the Key Stage Lead. From here a decision will be made as to whether the behaviour report needs to continue and the class teacher will then share this with the parent.

Consideration will be made of a child's receptive language skills and their response must be viewed in the light of his/her expressive language skills. Sanctions applied in the case of unacceptable behaviour, must take in to account the age and stage of development of the child.

All sanctions will be reasonable, proportionate to the circumstances and will not discriminate against pupils with disabilities.

Foundation Stage

Rewards and Incentives

Rewards are the same as for the rest of the academy; however they are as immediate as possible to aid the child's understanding as to the reason for them.

In Reception the class teacher chooses '**a star of the day**' for each day and they are chosen based on the children's behaviour. The 'star of the day' sits on a special chair, takes the register back to the office, is the line leader and helps the teacher with any special jobs they have (e.g. giving letters out).

Consequences and Sanctions in Reception classes

Each child starts the day with their name on the sunshine.

Step 1 - verbal warning.

Step 2 - a second verbal warning and reminded about what they should be doing.

Step 3 - a child's name will be moved to the cloud.

Step 4 - If behaviour continues the child's name will be moved to the thunder cloud and will miss out on privileges, such as going on the pirate ship or using the ipads.

In the Foundation stage, a child will be sat on the thinking cushion with a sand timer if they have deliberately hurt another child. Once the sand has gone through, an adult will talk to the child about why they have had a 'time out'.

For more extreme behaviour in Foundation Stage, the sanctions for Key stage 1 and 2 will be followed.

Foundation Stage Practitioners will be aware that young children (particularly 2 year olds) may have conflict with other children and will help them to resolve the conflict in a manner appropriate to their age and stage of development. Practitioners will use the 6 step conflict resolution process to support children. This process will be displayed in each of the areas in the foundation stage.

Playground and Lunchtime behaviour

In the playground we expect the same standard of behaviour as we do in the academy building. At Hollington there are certain behaviours that we will not tolerate and these are: bullying behaviour (for more information on bullying see our Anti-bullying policy), fighting, teasing or name-calling, the use of bad language or spitting.

Rewards

We will always praise the children for good playground behaviour by praising the behaviour we wish to encourage.

- Verbal praise will be used and where appropriate passed on to the child's class teacher.
- Green smileys will be awarded for children's behaviour at break and lunch times.
- The MDSA's choose 1 child from each class each week. This child sits on the 'top table' on a Friday lunchtime and they can invite a friend to go with them. Their names are called out in the celebration assembly on a Friday.

All Key Stage Consequences

Step 1: Verbal warning - the child will be given a verbal warning and are then reminded of the rule they have broken.

Step 2: If the behaviour continues, then the child will sent to the time out area in the playground for **5 minutes**.

Step 3: If the behaviour continues at lunchtime, then an MDSA will radio through to the Lead MDSA. They may give the child a green card and the member of Senior Leadership Team on lunch duty will be informed. The child will miss the rest of their lunchtime. This will be recorded on SIMS, as well as on CPOMs with the class teacher and SENCO being alerted to this.

A child persistently breaking playground rules will be brought to the attention of Senior Leadership Team. They may then be directed to the academy's lunchtime provision. In this provision they will take part in a range of group activities. With an adult, they will also talk about their behaviour and ways they can make positive

changes to it. Parents will be informed if a child has been directed to the academy's lunchtime provision and this contact will be recorded on CPOMS.

PSHE

At Hollington we endeavour to resolve conflict and behavioural issues using positive methods. We teach discrete PSHE sessions as well as managing situations as they arise. Circle Time and PSHE Association resources are used to support the teaching of appropriate behaviour. PSHE sessions are planned effectively, giving children opportunities to discuss and reflect on behaviour, teaching them to develop the skills needed to make the right choices.

We believe that it is imperative to discover the causes of negative behaviour and to support children in finding strategies to improve anti-social behaviour, rather than relying on sanctions. We use positive reinforcement throughout the academy.

Challenging behaviour

On occasions, the Academy may experience children who exhibit challenging behaviours. These behaviours could take many and varied forms. These can range from extreme passivity, non-co-operation to instances of verbal and physical aggression shown to themselves and others, or the environment. The academy's starting point for understanding and responding to challenging behaviour is that in the majority of cases behaviours occur because they serve a communicative purpose for the child.

The academy promotes the delivery of strategies that are non-personal and non-judgemental to address inappropriate behaviours. **Shouting should be a last resort as the Senior Leadership Team believes that if our policy and procedures are applied correctly, then it is not necessary.**

Behaviour management plans / Risk Assessments

Children that have been identified as displaying challenging behaviour will have an Individual behaviour management plan. The SENCO and class teacher will write this in conjunction with the parents/carers and any professionals supporting the child. The plan will be signed by the class teacher, SENCO and all members of staff working with the child. There will be a copy in the class SEN file and in the central SEN file. The aim of the plan is to put in to place a management programme to help the child to manage their emotions etc. in a more socially acceptable way.

Recording

CPOMS and SIMS are used to record behaviour incidents. ABC (Antecedent, Behaviour and Consequence) forms may be used to record incidents of challenging behaviour and these will be used to identify triggers. The ABC forms will be shared and signed by other members of staff working directly with the child and then will be stored in the child's central SEN file.

Support

At our regular Senior Leadership team and pupil strategy meetings, children's persistent behaviour issues will be reviewed. We will consider a referral to an appropriate agency for additional support (e.g. ESBAS, CAMHS or the Child Development Clinic) if required. Class Teachers are responsible for raising these concerns.

Positive Handling

We understand that there are times when, as a last resort, it may be necessary to physically intervene when a child is at risk and as an Academy, we follow the regulations regarding the use of positive intervention set out in the East Sussex guidance, titled: 'Positive handling and physical intervention policy' (2007). This allows staff to use 'reasonable force' to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough)
- injuring themselves or others
- damaging property

Those that we believe may be at risk will have a risk assessment.

Extreme behaviour

In cases of extreme behaviour, a formal fixed term exclusion may be considered but this would always be as a last resort. The decision to exclude a child will be taken by the Principal (or the most senior member of management available) following the guidelines laid out by the East Sussex Children's Services and the DFE. Exclusion procedures will be commenced by the Principal or the most senior teacher present.

Monday 16th July 2018 (FULL DATE)

16.07.2018 (SHORT DATE)

VISUAL TIMETABLE—RUNNING HORIZONTALLY

BEHAVIOUR SCALE

WHITE BOARD GUIDANCE

• **Visual Timetable:**

- this needs to run horizontally in either one strip or split into am and pm.
- During the day the labels either need to be removed or put an arrow to show where you are during the day.

• **Behaviour Visual:**

- All children's names start on the sunshine and can move up or down depending on behaviour.
- Visual representation of our current behaviour system.
- Make sure it re-sets at lunchtime and again at 3pm.

• **Word of the Week:** each year group will have a word of the week. It must be displayed on the board with a definition.

• **Steps to Success:** each lesson the steps to success need to be displayed on the board and referred to during inputs.

Name:

Class:

W/B:

	8.50-10.30	Break	10.45-12.10	Lunch	1.10-2.10	2.10-3.15	SLT sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

You will...

- get your report card completed by the adult teaching your class for the session.
- At 2.45pm take your Behaviour Report Card to the member of SLT who has put you on it to review and sign.
- Remain on the report card for a week when your behaviour will be reviewed by your parent/carer, class teacher and member of SLT.

SCALE:	CRITERIA:
1	Behaved appropriately and remained on the sunshine or rainbow for the session.
2	Behaved appropriately for the majority of the session, spoken to briefly about their behaviour.
3	Behaved appropriately for some of the session, some form of sanction has had to be allotted.
4	Behaved inappropriately during the session, resulting in use of the sanctions policy beyond the cloud.
5	Behaved inappropriately for majority of the session.