

Behaviour Policy

Halfpenny Lane J, I & N School



Introduction

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships between staff and pupils, and between pupils themselves. Our policy at Halfpenny Lane Nursery Infant and Junior School is based on a positive approach towards managing behaviour. A major part of our policy is based on using positive reward strategies; also the use of agreed sanctions to ensure the behaviour is maintained at a high level. At Halfpenny Lane School we have a responsibility to ensure that everyone has the right to learn in an environment where they feel safe, happy and valued.

Key Points:

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head of School says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can confiscate pupils' property.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure the school are compliant with to safe guarding and promoting the welfare of children.

Aims:

Our school aims to:

- Provide an environment where learning is enjoyable.
- Care for and value everyone in the school community.
- Provide a secure environment where everyone is respectful to each other.
- Encourage children to share the responsibility for their own education.
- Promote good relations with others at school and in the community.
- Help each individual to discover and develop new skills and abilities.
- Encourage children to be moral, self-disciplined, hardworking and caring.
- Provide challenge and support to achieve high standards.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Objectives:

To meet these aims through our Behaviour Policy we have set the following objectives.

- All members of the school community will be involved in implementing this Behaviour Policy.
- Staff and children will behave towards each other with mutual respect, consideration and tolerance.
- We will celebrate positive behaviour with agreed strategies to share praise and rewards.
- The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters

Classroom Approaches to Positive Behaviour

Class teachers are responsible for creating a positive ethos through praise and rewards for excellent work, an admirable attitude to learning and good behaviour around school.

Our Reward System

- Rewards in school are based on a system of earning house points and ensuring a whole consistent approach.
- House points are awarded for a range of good behaviours, including excellent work, effort, behaviour and attitude.
- Once earned the house points are collated and contribute to individual, house and whole school rewards.
- House points can be distributed by SLT, teachers and support staff, however, there are daily limitations.
Teachers 10 per day
HLTAs 5 per half day (PPA cover)
Support Staff 5 per day
- Individual & team house points and certificates should be tracked and managed by class teachers, using the grids provided.
- All records of whole school team house points are co-ordinated by the House Captains (to be chosen from Y6) on a Thursday afternoon.
- House points may not be taken away.

Individual Rewards

Children may earn house points for a number of reasons at the discretion of the adults in school guidelines:

- Teachers 10 per day, HLTAs 5 per half day (PPA cover), Support Staff 5 per day
- Additional: x1 for Homework, x1 for 100% attendance that week, x2 for full marks in spelling/times tables, x1 for an improvement to test scores, x1 for signed reading record/planner.
- The following rewards will be given out in assemblies, but class teachers are responsible for ensuring they are passed to SLT before the end of school on a Thursday.

25 house points = bronze certificate

50 house points = Bronze star

100 house points = silver certificate

150 house points = Silver Star

250 house points = gold certificate

300 house points = Gold star

350 house points = Gift Card reward

- Teachers need to be aware of 'quiet, well behaved, under-the-radar' children who are consistently well behaved and may not receive as many house points as a child who we are trying to encourage more positive behaviours from.
- It is important to monitor the recording system to ensure children are not adding points without earning them.
- The individual reward is important as they build a child's sense of pride.

Child 1																						
Child 2																						
Child 3																						
Child 4																						
Child 5																						
Child 6																						
Child 7																						
Child 8																						
Child 9																						
Child 10																						
Child 11																						

NB This reward system MUST be applied consistently

Team (House) Rewards

- Each week (Thursday afternoon) house captains (Y6) and vice-captains (Y5) will total the number of house points across school.
- In Celebration assembly these are shared. The winning house is recorded on the whole school display.
- That House has an extra playtime on a Friday afternoon.
- The winning house for the year will receive the house trophy (engraved and with house colours).

[illegible]

Whole School Rewards

- The total amount of house points earned in a week as a school is added and then divided by **ten/hundred (TBC)**. This amount of lego is then put in a jar in the hall. It is important to the children that they see the lego being put in to ensure their engagement.
- Once full a whole school reward day/event will be organised.
- The whole school day is important as it builds the school community spirit.

Celebration Assembly

Each Friday there will be a celebration assembly. It is essential that all teaching staff are present. House point rewards are awarded and also the following whole school rewards:

Child of the week award

One child will be awarded a certificate by the class teacher and Support staff (in conjunction) for a child who has 'shone' that week. They will receive a Headteacher's sticker and a certificate.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Lunch time Supervisors. Children can be awarded Team Points and Lunch manners ticket by the lunchtime supervisors for good behaviour, kindness to others, helpfulness etc. The Lunchtime Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. The mid-day assistants keep note of children who continually misbehave. This information is logged and communicated to the classteachers after each lunch break. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of playtime or a higher consequence if necessary.

Staff Freedom with rewards.

- The school accepts that each of its teachers are individuals as well as professionals and may at times need to use their own system within their class, such as notes, stickers, raffle

tickets, or table points, to help keep the children engaged. Whilst this is acceptable, this is in addition to the whole school consistent systems of house points. The ideal is that class systems feed into school systems. Indeed we must ensure fairness across the school.

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- It should be the behaviour rather than the person that is punished.

At the start of each morning and afternoon there would be a fresh start for each pupil and each individual would have the opportunity to re start and maintain the expected positive behaviour in their learning.

Classroom Sanctions:

Level and Action:	Sanction
Level 1 Child daydreaming, fiddling, looking out the window, messing, doodling (not disrupting learning of others) etc	Non – Verbal A look, standing near the child, rewarding those following rules, praise children next to them.
Level 2 – Chance To Change Chatting, distracting others, not completing work at their level, swinging on chair, arguing over equipment, non-verbal signals across room, refusal to follow instructions etc	Verbal Warning A verbal warning to the child explaining their action and the consequence if they continue. Praising and rewarding others around who are following instructions.
Level 3 – Thinking Time Continuation of level 1 or level 2 actions.	Child 5 minutes on a thinking chair, away from distractions and other children. The expectation is that the child will return to their work afterwards. If they do not settle

Level and Action:	Sanction
	back to their work, they will move to Level 4.
Level 4 – Lose 5 minutes Golden Time Continuation of Level 1, Level 2 or level 3 action - rudeness to staff, throwing equipment etc	Lose 5 minutes of golden time. If the pupil continues to make the wrong choices then they have a section of their golden time taken away. This cannot be earned back & the child should complete work in this time.
Level 5 – Move to another classroom Continuation of Level 1, Level 2, level 3 or level 4 action	The child should move to a classroom in the next academic year. Where possible, children should not be sent to a class where their siblings are present. The child is expected to take their work and apply a positive attitude to learning. If they still choose not to, then the sanction will be - Loss of Playtime or 15 minutes of lunch.
Level 6 – Sent to Key Stage Leader Swearing directly at an adult, threatening behaviours- verbal and non- verbal. Racist or homophobic name calling, deliberate physical violence towards a child, lying to an adult	Send initially to your KS Leader (KG or JA). The pupil will spend time with a member of the leadership team where a discussion will be held as to why the pupil's behaviour has continued to disrupt others from learning. During this time their parents will be informed.

Exclusions:

Halfpenny Lane School complies with current DFE exclusion guidance (2017)

- If an incident is deemed serious enough to involve fixed term exclusion, the Head of School will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Parents must meet with the Head of School or Assistant Headteacher on the day that the child returns to school to ensure such events don't reoccur.

Fixed term ('temporary') exclusions:

This involves the child being asked to remain at home for a defined period. During this period, responsibility for the child passes to the parents. The Head of School informs the Governing Body about any fixed-term exclusions beyond five days in any one term.

Permanent exclusions:

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Head of School informs the Governing Body about any permanent exclusion. The Governing Body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors - (see DFE exclusion guidance 2017)

