



Hallbrook Primary School

Behaviour Policy

Statement of Intent

Hallbrook Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour;
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect;
- Ensuring equality and fair treatment for all;
- Praising and rewarding good behaviour;
- Challenging and disciplining bad behaviour;
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment;
- Encouraging positive relationships with parents/carers;
- Developing relationships with our pupils to enable early intervention;
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures;
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

_____ Headteacher

March 2019
Date: _____

_____ Chair of governors

Date: _____

1. Pupil Expectations

1.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

1.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

2. Rewards

Our emphasis for all pupils is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

We praise and reward children for good behaviour in a variety of ways:

- Teachers and support staff verbally congratulate and thank children.
- Teachers give children immediate recognition of success (e.g. House Points, stickers).
- A note home and/or telephone call to the child's parents/carers.
- Children share good work with the Head Teacher or another member of the Senior Leadership Team.

- We also acknowledge all the efforts and achievements of children out of school by encouraging them to bring certificates or trophies etc. to show in Celebration Assemblies.

In addition, individual Class Teachers may operate their own reward schemes, such as raffles, relevant to their teaching style and the needs of the class.

2.1 House Points

Each pupil in the school is a member of a House. Where possible, siblings are placed in the same House. A child can obtain House Points for working hard, being helpful and polite and generally being everything we expect from a Hallbrook pupil.

All teaching and learning support staff can award points House Points to pupils. Visiting teachers can also award House Points.

Each class displays the number of House Points achieved during the week. These are collected by the House Captains each week and the total is passed to the Head Teacher in time for the weekly Celebration Assembly. At the end of each term, the winning House is presented with the House Trophy.

The Class Teacher is also responsible for maintaining records of the House Points achieved by individual pupils in their class. Pupils receive certificates depending on the number of House Points they achieve:

Bronze	75 House Points
Silver	150 House Points
Gold	225 House Points
Platinum	300 House Points

3. Sanctions

Teachers have statutory authority to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the Teacher can impose a punishment on that pupil.

The Teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in some other way identifiable as a pupil at the school.

or

- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another pupil or member of the public;

- could adversely affect the reputation of the school.

To be lawful, the punishment must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher.
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
3. It must not breach any other legislation (for example in respect of disability, Special Educational Needs or Disability, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any Special Educational Needs or Disability they may have, and any religious requirements affecting them.

The Head Teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Where the behaviour under review gives the school cause to suspect that a child is suffering, or is likely to suffer, significant harm, school staff should follow the school's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

3.1 Good to be Green

At Hallbrook Primary School we use a 'Good to be Green' scheme to manage pupils' behaviour in school. Inappropriate behaviour is reflected by use of the warning and consequence cards dependent on the severity of the misbehaviour (see: Appendix 1):

Green All pupils start a school day with a Green Card. Any child who has retained their Green Card by the end of the school day will be rewarded with a House Point.

Yellow_ Warning
If the teacher believes that the child has made an improved effort to rectify their misbehaviour by the end of the school day, the pupil may earn back their Green Card.

If any pupil persistently receives a Yellow Card, the Class Teacher will contact parents/carers to make them aware of their concerns.

Orange

Consequence: Time-Out with a Key Stage Leader

A pupil receiving an Orange Card will be immediately sent **with an Orange Card** to their Key Stage Leader for 15 minutes. The pupil will then repay this 15 minutes at either break or lunchtime.

If any pupil receives an Orange Card, the Class Teacher must complete a 'Behaviour Incident Form' (see: Appendix 2) which should be passed on to the Key Stage Leader. The Class Teacher will contact parents/carers to make them aware of their child's misbehaviour and to advise them that the Key Stage Leader is also monitoring their child's behaviour.

If any child persistently receives an Orange Card, the Key Stage Leader will contact parents/carers to arrange a meeting to discuss strategies to improve their child's behaviour.

Red

Consequence: Time-Out with Head Teacher

A pupil receiving a Red Card will be sent **with a Red Card** to the Head Teacher (or in their absence, the Deputy Head Teacher) for 15 minutes. The pupil will then repay this 15 minutes at either break or lunchtime. In addition a Red Card will automatically trigger the following consequences:

1st Red Card	The Head Teacher will send A Red Card Letter (see: Appendix 3) to parents/carers
2nd Red Card	Formal meeting with Head Teacher, Class Teacher and parents/carers
3rd Red Card	Exclusion in line with DfE guidance and after consultation with the Chair of Governors.

3.2 Extra-Curricular Clubs

Hallbrook Primary School offers a range of extra-curricular clubs to all pupils. Clubs are run by school staff, parent helpers and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club. Parents/carers are required to sign an After-School Behaviour Contract to confirm that they have read and accept the terms of the contract.

There will be **three warnings**, if needed, handed out by the adult in charge to manage misbehaviour in an extra-curricular club. Parents/carers will be informed each time their child receives a warning. If a child receives all three warnings they will immediately forfeit their place in the club for that year. Any child who is the perpetrator of a serious incident may immediately forfeit their place in the club for that year.

4. Serious Incidents

Major breaches of discipline include the following:

- Violent assault (e.g. punching, kicking, kneeling, head-lock);
- Vandalism;
- Verbal abuse, including swearing, aimed at an adult;
- Insolence;
- Racist behaviour;
- Bullying behaviour;
- Deliberately leaving the school premises without permission;
- Any behaviour that compromises the safety of the child or others.

In the event of a Serious Incident, the Teacher's lanyard will be sent to the Head Teacher, Deputy Head Teacher and/or member of the Senior Leadership Team for immediate back-up.

This type of behaviour is generally rare and it is the responsibility of the Head Teacher or Deputy Head Teacher who will deal with it severely, particularly if the problem is recurring. Any pupil who is the perpetrator of a Serious Incident will receive an immediate Red Card.

A very serious incident may result in normal procedure being fast-tracked and a child being excluded straight away in line with DfE guidance and after consultation with the Chair of Governors.

5. Use of Physical Intervention

All staff at Hallbrook Primary School have a duty (and a legal right under the Education and Inspections Act 2006) to intervene and use reasonable force in any aggressive or physical behaviour in order to keep pupils and adults safe from harm or distress. Reasonable force is only used in order to 'control or restrain' a pupil.

All use of reasonable force is governed by the DfE's guidance document 'Use of Reasonable Force' document July 2013.

All incidents requiring physical restraint of a pupil must be logged in the 'Bound and Numbered Book' which is stored securely in the Headteacher's office. The Senior Leadership Team and Governing Body review these reports regularly.

6. Lunchtime Behaviour

It is the responsibility of the Lunchtime Supervisors to ensure reasonable behaviour and safe conduct of pupils by maintaining good order and discipline, dealing as appropriate (including restraint) with all incidents of disorder ensuring that any disruption is minimised. This includes ensuring pupils' safety at lunch times by ensuring that they stay within the school grounds and are not in inappropriate parts of the school grounds and/or buildings.

Children should be adequately supervised at all times. To minimise incidents taking place that require sanctions, Lunchtime Supervisors should position themselves so that they can see the

children, be ready to intervene before things escalate and distract the children with conversation or games wherever possible. Class teachers should be informed of relevant issues at lining up time.

If Lunchtime Supervisors are unable to deal with an incident, they should liaise with the Business Manager in the first instance. In an emergency, they should radio the office.

6.1 Lunchtime Rewards

Children who are consistently behaving as we expect may be rewarded with stickers. Lunchtime supervisors who observe exceptional good behaviour should communicate this with the Class Teacher.

6.2 Lunchtime Sanctions

If children behave inappropriately (see table) the main punishment will be being told to stand in the Timeout zone. They will stand there for 3 or 5 minutes depending on the incident. Lunchtime supervisors will have stopwatches to record the time. Children in the timeout zone will not be allowed to talk to each other. Their name will be recorded in a book and the reason for the sanction will also be recorded. The Lunchtime Manager will look over the books weekly to see if any child's name is regularly appearing. Should a child repeatedly argue or refuse to go to the timeout zone they will spend the following lunchtime inside.

These issues should be dealt with outside, usually with a warning followed by a timeout or a straight timeout.	These incidents should be dealt with (timeout) then reported to the class teacher at end of lunch	These issues should be reported directly to the lunchtime manager who will, in turn, report straight to the Head/Deputy
<ul style="list-style-type: none"> • Play fighting • Taking equipment off people without asking • Going into out of bounds areas • Pushing • Repeatedly doing something they have been told not to do • Rudeness * • Told to be quiet in dining hall more than once • Banging lunch boxes/ cutlery • Spoiling a game deliberately • Football squabbles • Lack of respect (shrugging, eye rolling etc when spoken to about something) 	<ul style="list-style-type: none"> • Refusing to go to timeout zone • Fighting that is equal (e.g. two boys pushing and shoving following an argument) • Kicking • Tying people up with skipping ropes • Swearing at children • Rudeness to an adult* • Repeatedly being mean to a child • Repeatedly getting timeout • More than one timeout in a lunchtime 	<ul style="list-style-type: none"> • Physical violence (beyond a "scrap") • Swearing at an adult. • Biting • Strangulation • Rudeness * • Other serious incidents <p data-bbox="1010 1585 1326 1682">This may lead to an exclusion, in line with the school's policy.</p>

* It is difficult to define rudeness at different levels. Swearing and disrespect to adults must be dealt with seriously. Swearing at a child in an aggressive manner must be reported to the teacher. Swearing as part of frustration may be a timeout offence at first though if it is often the class teacher needs to know.

7. Special Educational Needs/Disabilities

Children who are on the Special Educational Needs/Disabilities (SEND) register for behavioural difficulties may have their own Individual Behaviour Plans, in which case they will not be part of the whole-school Behaviour Policy.

This, and alternative expectations and sanctions should be communicated to appropriate staff by the Head Teacher, Deputy Head Teacher or SENDCo.

8. Outside school and the wider community

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable.'

- 8.1 Pupils at the school must agree to represent the school in a positive manner.
- 8.2 The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 8.3 Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

9. Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. The Head Teacher, Deputy Head Teacher and Senior Leadership Team record those incidents where a child is sent to him/her on account of misbehaviour. School also keeps a record of any incidents that occur at break or lunchtimes.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. Information about exclusions is included in the Head Teacher's termly written report to Governors.

The Chair of Governors has an informal monitoring role and liaises regularly with the Head Teacher over matters of behaviour and discipline.

This policy will be reviewed annually in consultation with staff and members of the Governing Body.

Version History

Version	Date	Approved By	Reason for Change
01	09/11	GB	
02	09/13	Head Teacher Staff	'Use of Reasonable Force' added.
03	04/14	Head Teacher Staff	'Lunchtime Behaviour' amended.
04	09/14	Head Teacher Staff	Ofsted judgements added. House Points/Certificates reviewed.
05	01/16	GB	Full review
06	03/19	CPS Governors	Full Review

Behaviour and Discipline Policy

Appendix 1 - Types of Misbehaviour

Yellow Card	<ul style="list-style-type: none">• Noisy;• Poor concentration;• Distracting other children;• Disturbing the lesson;• Silliness;• Not moving calmly and quietly around the school, e.g. running down corridors;• Unsupervised entry inside the school building during break / lunchtimes without permission.
Orange Card	<ul style="list-style-type: none">• Repetition of a behaviour after a Yellow Card has been given;• Deliberate provocation/aggravation (e.g. teasing, name calling)• Disrespect (e.g. answering back, rudeness)• Deliberately spoiling other children's work;• Refusal to complete the required tasks as directed by an adult;• Verbal abuse, including swearing, aimed at another child.• Minor assault (e.g. shove, slap, grab)
Red Card	<ul style="list-style-type: none">• Repetition of a behaviour after an Orange Card has been given;• Violent, including aggravated, assault (e.g. punch, kick, knee, head-lock);• Vandalism;• Verbal abuse, including swearing, aimed at an adult;• Insolence;• Racist behaviour;• Bullying behaviour;• Deliberately leaving the school premises without permission;• Any behaviour which jeopardises the safety of the child or others.



Behaviour Incident Log

Name of Child:

Class:

Type of Incident:

Violence Foul Language Refusal Distraction Other _____

Time of Incident:

Lesson (am) Break (am) Lunchtime Lesson (pm) Break (pm)

Details (including witnesses):

continue over . . .

Action Taken:

Parents/Carers Contacted? Yes No Face-to-Face Telephone Voicemail

Signed:

Date:

Appendix 3 - Example Red Card Letter

[insert date]

Dear *[name of parents/carers]*,

I am writing to inform you that *[name of child]* has received a Red Card following an incident that occurred *[time of incident]*.

[paragraph(s) detailing incident]

As a consequence of *[his/her]* behaviour, *[details of time-out]*.

I can not condone this sort of behaviour and *[name of child]* must understand that if there is any repeat of similar inappropriate behaviour

[the next stage of the school's Behaviour and Discipline Policy is to invite parents/carers in to school for a formal meeting to discuss strategies to improve behaviour]

[I will have no alternative but to exclude [name of child] from school for a fixed period of time].

I hope that you will talk with *[name of child]* regarding his/her inappropriate behaviour and if you wish to discuss this matter further, please do not hesitate to contact me.

Thank you for your support.

Yours sincerely,

Mr R. Haltof
Head Teacher

Red Card Letter

I have received and read the Red Card Letter dated *[insert date]*.

Signed: _____ Date: _____