



Hebden Royd C.E. (VA) Primary & Nursery School

Behaviour Policy

Approved by: Headteacher &
Governing Body

Date: January 2022

Last reviewed on: April 2024

Next review due by: April 2025

“From deep roots grow healthy hearts and minds”

Aims & Objectives

It is a primary aim of Hebden Royd Primary School that every member of the school community feels valued and respected; and that each person is treated fairly and well. This policy aims to promote a culture of shared responsibility for behaviour management between staff, parents and pupils to create an environment where we all feel happy, safe and secure. This will be done through the consistent promotion of positive behaviours/relationships, working with parents and pupils at the earliest opportunities to encourage children to self-manage behaviour. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability in the organisation of the school are key features of our policy.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

At Hebden Royd we believe:

- That there should be a shared understanding between the Head Teacher, staff, parents, governors and children.
- In order to create a positive school culture all staff must positively reinforce appropriate behaviour.

Hebden Royd staff will follow this policy encouraging a positive approach to behaviour management, by using a system of rewards and sanctions therefore achieving a balance between recognition, responsibility and trust.

A Whole School Approach:

At Hebden Royd Primary School we have a supportive policy when staff express concern and request help to manage pupil behaviour.

At Hebden Royd Primary we use Class Dojo as our main reward system.

All children will benefit from rewards, as a result of positive behaviours and hard work. All staff will praise and reinforce positivity throughout the school day. Parents will be informed regularly of positive behaviours and encouraged to continue to praise and reward positive behaviour at home.

Stickers are given to children throughout the day at any time (*particularly to the Early Years/Key Stage One Children*)

Throughout the whole school, children will be rewarded with Dojo points. Class Dojo is a reward system that works via a smartphone, tablet or computer. Children receive points based on their behaviour shown. Every parent receives a log in, and via the host website, parents can track their child's behaviour.

- Each week a child from every class will be awarded a certificate for achieving the highest number of Dojo points.
- Dojo points will go toward our House Points System: Every child has been allocated a House; these House names have been chosen by the children and are named after the four basic elements: Earth, Air, Fire & Water.
- Each child will be assigned a letter after their name on Class Dojo denoting which House they have been allocated— E, A, F or W
- At the end of each week House Captains (Year 6) will visit each class to tally up the Dojo Points and the winning House will be celebrated in Friday assembly. The winning house will

have a star put on the House Display Board in the school hall.

- At the end of each term the House that has accrued the most stars will receive a special reward; each child belonging to the winning House will be able to choose some 'Treasure' from the Treasure Box (*this will include items of stationery and fidget toys*)

Roles and Responsibilities:

We believe that as part of the educational process, all adults in the school community have a responsibility to teach children appropriate behaviour. At Hebden Royd Primary School we all work together to develop a caring and considerate environment. Staff should monitor all pupil behaviour within sight or sound of them and give appropriate rewards or sanctions. We believe that prevention is better than cure. It is important for pupils to know they are under some supervision and that checks will be made. Should a child misbehave the adult in charge will remind them of the appropriate behaviour required.

Class teachers are responsible for their children's pastoral care and behaviour, but they do this in conjunction with the Head Teacher and SENDCo. The responsibility is also shared with Teaching Assistants and Lunchtime Supervisors. When staff have a concern about behaviour, they are encouraged to share this concern with the class teacher. A written record should be kept of persistent and or serious incidents of misconduct. Serious Incidents should be reported to the Head Teacher or SENDCo. The SENDCo will seek to advise/support and where appropriate liaise with the Head Teacher, parents and outside agencies.

Bullying:

Bullying is the wilful, conscious desire to hurt, threaten, or frighten someone else. Bullying takes many forms. It can be short term, or long term. Bullying can be physical or verbal, or even a look or gesture. It can take the form of cyber bullying either over the internet or via mobile phones. It can be overt or subtle intimidation. It is not always easy to recognise. We are all aware at Hebden Royd Primary that bullying will not be tolerated, it is unacceptable, will be confronted, and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when any incident of bullying is witnessed or reported. (See Anti- Bullying Policy)

Partnership with Parents:

Parents should be involved at an early stage if their child's behaviour gives cause for concern at school. Parents can play a supportive role in monitoring and addressing behaviour problems and by supporting school they send a clear message to the child about what is and what is not acceptable behaviour.

Common Rights, Responsibilities and Rules:

The basis for behaviour management at Hebden Royd Primary School is based on the following common rights, responsibilities and rules.

Agreed Common Rights:

- We all have a right to feel safe.
- We all have a right to be treated with respect and dignity.
- We all have a right to learn.

Agreed whole School Rules for Behaviour:

To be happy and safe at school always follow these rules:

- Be kind and caring to everyone.
- Talk and listen to each other to sort out any problems.
- Always be polite and well mannered.

- Respect and care for the school and other people's property.
- Walk around the school carefully and quietly.
- Follow adult instruction first time.
- Do your best at all times.

At the start of each year, we establish class rules. This is an important part of establishing the framework for common rights, responsibilities and rules.

We believe establishing teacher expectations of a class at the start of the year, is time well spent. The teacher should make explicit the procedures, routines and expectations for:

- Use of the cloakroom
- Entering/leaving the classroom
- Registration
- Movement around the site
- Movement around the classroom
- Using/sharing resources
- Gaining the teachers attention
- Going to the toilet
- Wet play/lunchtimes
- Tidying up etc.

The class teacher should actively teach, model, encourage and support positive behaviours. Whenever possible the adult should use corrective language practices.

Rewards:

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

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

- Individual Dojo points
- Recognition at Celebration Assembly as "Pupil of the Week" - this will be based on children who are '**Aiming High**' by demonstrating our school values:
Being Thankful, Being Kind, Being Polite, Being Independent, Being Responsible, Being Honest
- Positive comments when we are marking work
- Non-verbal signals
- Positive verbal praise privately or publicly

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g., Brownie badges, swimming/music/dance/gym certificates. These achievements are celebrated in celebration assembly every Friday afternoon.

To praise pupils for good behaviour/work/effort:

- To celebrate achievements and successes
- To value pupil's views and opinions and be fair and consistent throughout.
- To emphasise importance of being valued as an individual within the group.
- To act as positive role models displaying respect, honesty, trust, courtesy and consistency.

Supporting Individual Pupils with Behavioural Difficulties:

Where children in school have an existing SEND need identified, they are usually working with a series of bespoke targets within their classroom which have been shared with the parents.

The school recognises that some pupils with SEN may have difficulties around comprehending and following rules, for a range of reasons. In such cases, the school will provide additional support and resources and, where appropriate, seek advice from external agencies. The school may need to make reasonable adjustments to policy to accommodate individual needs although extreme behaviours will not be tolerated.

The following behaviours are considered extreme and may require intervention from Senior Leaders and parents being contacted:

- Unprovoked violence
- Bullying (see Anti-bullying Policy)
- Constant disruption in class
- Abusive language, including swearing, racism, homophobia and insolence
- Vandalism

Physical violence or verbal abuse directed at anybody (adults and other children) may result in exclusion depending on the circumstances in which the incident arose.

Class teachers, and/or key workers – with prior agreement - should communicate with the child's parents or carers as soon as they have concerns; working together to promote good behaviour.

Close co-operation between home and school is encouraged when dealing with behavioural problems and staff will aim to involve and inform parents and carers as much as possible to discuss joint support strategies.

Sanctions:

At all times, we will focus on the positive aspects of behaviour. In order to maintain an environment that consistently reinforces good behaviour self-management, we have a graduated process for addressing unacceptable behaviour.

3-Step Triangle System:



All classes will use a 3-Step Triangle System. This must be used consistently by staff to ensure children across the school understand the agreed expectations of Hebden Royd.

1st Step:

Child's name is written on side of triangle, and they are reminded of behaviour expectations.

2nd Step:

Child's name is moved to opposite side of triangle and child is reminded of possible sanction.

3rd Step:

If the child persists with low-level behaviour their name is moved to the bottom of the triangle and one of the following sanctions are applied by the class teacher.

- Loss of part of or the whole of Golden Time
- Loss of playtime (5 minutes KS1, 10 minutes KS2)
- Referral to the senior teacher

- Referral to the Headteacher

As this is a positive behaviour policy, it is the responsibility of the class teacher and support staff to 'spot' good behaviours so that children understand that they are always able to 'redeem' themselves. Usually, a child moving to the **1st Step** is all it will take to see a change in their behaviour and be verbally praised for making good choices. Once this happens their name is removed from the triangle, and they can gain Dojo Points for being on-task. The system is applied for every individual lesson within the school day. This gives children the opportunity to start each lesson afresh.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, possibly in their own time at playtime.

In the event of more serious incidents or behaviours the class teacher should refer these to the Head Teacher or SENDCo who will then contact the parent by telephone or arrange a face-to-face meet at school. All information will remain confidential and appropriate sanctions agreed.

Escalation:

It is essential for us to keep parents informed of children's behaviour – good or bad. This can generally be done informally, but in certain circumstances relating to unacceptable behaviour parents will be formally invited into school to discuss the way forward with the class teacher, a senior member of staff will also attend, and a record of the outcomes will be kept.

Each case is treated individually (especially for children with highly complex needs) it may be necessary at times to set behaviour targets or plans for the child and these will be monitored closely working alongside the parents.

Exclusions:

In extreme cases the Head has the discretion to request a fixed term exclusion and in this instance the school will adhere to Calderdale guidelines. This may be after a case of violence or abuse towards another member of the school community or when all other methods have shown no improvement over time.

Lunchtime supervisors refer back to the Senior Leadership Team in school regarding persistent or serious misbehaviour at lunchtime. Parents will be informed and again if all other channels do not work the child may be requested to leave the premises at lunchtimes for a fixed period of time.

Latest Government Guidelines (Behaviour and Discipline in Schools, Advice for headteachers and school staff)

Latest government guidelines outline the following measures:

- Screening and searching pupils
- The power to use reasonable force and other physical contact
- The power to discipline beyond the school gate
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct

Conclusion

This policy forms the basis by which appropriate behaviour can be achieved. The principles are by no means exhaustive. The Policy's successful implementation will depend on the commitment of everyone involved in the school community to a positive, structured approach to discipline based on a partnership with families. At all stages the circumstances of the incident and the child's individual circumstances will be taken into consideration.

A copy of this policy can be found on the school website: www.hebdenroydprimary.org.uk

Equal Opportunities

The school is committed to providing equal opportunities for all regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance) and links to other school policies and statutory responsibilities i.e.

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| Equality Act 2010, Equality Policy, SEN and Inclusion policies and Safeguarding Policies which incorporate KCSIE |
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| Our Responsibilities under Section 175 of the Education Act 2002 |
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This policy will be distributed in writing to staff, pupils and parents at the annual review of this policy