

# Hindley J & I School



## Behaviour Policy

**Written: October 2019**  
**To be reviewed: October 2020**

*Mr. Stephen Wallace* **Signed by the Head teacher** 1<sup>st</sup> October 2019

*Miss Jill Lucas* **Signed on behalf of the staff** 1<sup>st</sup> October 2019

## Document Purpose

At Hindley J and I School we aim to create a welcoming, caring environment, where relationships are based on respect.

Our philosophy is underpinned by the United Nations Convention on the Rights of the Child and we expect the support from parents and carers in the application of this policy.

## United Nations Convention on the Rights of the Child

| Children's Rights   | Adults' Responsibilities  | Children's Responsibilities   |
|---|---|---|
| Every child has the right to a primary education that develops their personality and talents to the full.<br>Article 28, 29                         | Every adult has the responsibility to provide a curriculum that empowers learners to be the best that they can be.  | Every child has the responsibility to work hard and be the best that they can.  |
| Every child has the right to be protected from harm.<br>Article 36  | Every adult has the responsibility to protect children through being vigilant and maintaining an environment that is physically and emotionally safe for everyone.  | Every child has the responsibility to be kind and gentle to others and to keep themselves safe.   |
| Every child has the right to be listened to.<br>Article 12  | Every adult has the responsibility to be an active listener and to ensure that children have the skills and opportunities to be heard.  | Every child has the responsibility to listen to others and to join in.  |
| Every child who does something wrong has the right to receive help.<br>Article 40   | Every adult has the responsibility to treat children with fairness and equity and to support them to resolve problems and repair relationships.<br>At Hindley J&I all staff, parents and carers can seek advice from the Learning Mentor.<br>Addition | Every child has the responsibility to be honest and to accept the consequences of their choices.<br><br>At Hindley J&I children can seek advice from the Learning Mentor. |
| Every child has the right to a clean environment.<br>Article 24   | Every adult has the responsibility to provide a learning environment that inspires pride and promotes independence.   | Every child has the responsibility to treat the environment carefully and to tidy up.   |
| Every person has rights, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.<br>Article 2 | Every adult has the responsibility to respect and cooperate with others.  | Every child has the responsibility to respect and cooperate with others.  |

## **Audience**

This policy document having been presented to and agreed upon by teaching staff has been distributed to all relevant members of the school team. Further copies of the policy are available from the Head teacher's Office or via the school website. Such distribution ensures the accessibility of the document to visiting teachers, students and parents/carers.

## **Aim**

- ✓ To promote self esteem
- ✓ To enable effective learning and teaching to take place
- ✓ To build relationships based on mutual respect and consideration for others
- ✓ To reward good behaviour and provide encouragement to all pupils
- ✓ To apply sanctions in the event of unacceptable behaviour
- ✓ To treat all children fairly and apply this policy in a consistent way
- ✓ To ensure that all staff, pupils, parents and governors are aware of the rewards and sanctions applied in school

## **Principles**

At Hindley J & I we seek to lead children towards high self-esteem and self-discipline. We help children feel good about themselves by:

- ✓ being good role models and using the *language of choice*
- ✓ teaching the children through PSHE&C and RE curriculum about respect, dealing with emotions and citizenship
- ✓ using celebration assemblies to promote achievement both at home and in school
- ✓ provide active lunchtimes lead by staff
- ✓ giving the children responsibilities
- ✓ having a Learning Mentor to support children and families
- ✓ pro-actively liaising between multi agencies to support vulnerable children

## **Rewarding Positive Behaviour**

When pupils demonstrate good conduct and excellent attitudes to learning, showing respect for other's ideas and points of view they can receive many forms of praise, as seen suitable, by the class teacher, Learning Support assistants (LSAs), other adults or peers. This may include the following:

- ✓ Verbal praise
- ✓ Stickers and Stamps
- ✓ Sharing work with Senior Leaders
- ✓ Head teacher Special Awards
- ✓ Lunchtime Awards/Trophies
- ✓ Good Work Table
- ✓ Positive Dojos
- ✓ Message home to parents/carers
- ✓ Attendance Pens
- ✓ Attendance Trophy
- ✓ Tiered Award System (Bronze, Silver and Gold Certificates and Badges)

## **Tiered Award System**

To encourage our pupils to be active learners and thoughtful, caring citizens, both in school and wider society, we have a tiered award system. Children and pupils collect Dojo points when they demonstrate a range of age- appropriate desirable behaviours. There are three key goals for pupils to work towards when one of these is reached pupils are rewarded with a badge, certificate and celebratory family assembly.

- ✓ Bronze Award 75 Dojos
- ✓ Silver Award 150 Dojos
- ✓ Gold Award 225 Dojos

For exemplary conduct pupils may reach 'Platinum Level' 300 Dojos

## **Unacceptable Behaviours and Sanctions**

Where a child/pupil chooses the wrong behaviour, staff will always use the language of choice when issuing sanctions. This will reinforce to the child/pupil that it is the behaviour that is disliked and that they are in control of their behaviours.

If a child/pupil continues to display unacceptable behaviours, by not following the school rules, all adults employed by the school will follow the graduated approach below.

When a pupil's attitude to learning falls below the school's expectation for example, minimal work completed, the pupil may be requested to complete their work during playtimes.

As a school we believe that privileges for example, playing football, representing the school in inter school competitions etc. have to be earned and unacceptable behaviours may result in a loss of these.

For serious behaviours children/pupils are logged on Behaviour Watch and may be directed to the Learning Mentor or senior member of staff.

## **Early Years**

### **Sanction 1:**

Verbal and Question

### **Sanction 2:**

Lose one Dojo

### **Sanction 3:**

Spend a short time in Class Reflection area

### **Sanction 4:**

Logged on Behaviour Watch  
Informal conversation with parents/carers  
Learning Mentor made aware

## **Key Stage 1 and 2**

### **Sanction 1:**

Verbal and Question

### **Sanction 2:**

Lose one Dojo

### **Sanction 3:**

Key Stage 1: Lose one further Dojo for disrespect

Key Stage 2: Lose two further Dojos for disrespect

### **Sanction 4:**

Spend time in Class Reflection area

(Key Stage 1)

Spend time, with work, in a 'Buddy Class', for example Y3/Y4 and Y5/Y6

(Key Stage 2)

Logged on Behaviour Watch

Informal conversation with parent/carer may take place

### **Sanction 5:**

Learning Mentor involvement

Logged on Behaviour Watch

Text sent to parents

## **Consistent Unacceptable Behaviours**

When a pupil is consistently displaying unacceptable behaviour a meeting will be held between the class teacher, pupil and parents. At this meeting a 'Behaviour Card' will be issued to monitor the unacceptable behaviours.

Each session will be marked by an appropriate adult. The card will be taken home, each evening, for a parental comment.

After a period of time, if the behaviour has improved the child will be taken off the 'Behaviour Card'.

Where a child is still persistently defiant a further meeting will be held with the parents/carers and a further course of action agreed upon.

For serious behaviours children/pupils are logged on Behaviour Watch and may be directed to the Learning Mentor or Key Stage Manager or Senior Leader.

## **Work Stations**

Workstations may be used to help promote positive behaviour and attitudes to learning. A workstation is a small, quiet distraction free area where a child can work independently, consolidating their knowledge, understanding and skills.

## **Break times and Lunchtimes**

During play times and lunch times all staff will follow the same procedure detailed below:

## **Early Years, Key Stage 1 and 2**

### **Sanction 1:**

Verbal and Question for example 'Where should you be?' 'What should you be doing?'

### **Sanction 2:**

Lose one Dojo and notification to Class teacher (using orange card)

### **Sanction 3:**

Lose two Dojos and notification to Class teacher (using red card)

### **Sanction 4:**

Logged on Behaviour Watch.

Discretionary decision by the adult dealing with the situation, if they wish the pupil to remain in close proximity for the remainder of the break/lunchtime session.

For serious behaviours for example, fighting or persistent defiance children may be sent straight to a Key Stage Manager or Senior Leader.

## **Use of Reasonable Force**

At Hindley J and I were the use of reasonable force is necessary we follow the Local Authority 'Use of reasonable force' guidance which reflects up to date legislation, current good practice and guidance from the DFE. See Attachment.

## **Searching Pupils**

Staff have the right to search a child for any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

## **Pupil Exclusions**

Exclusions may be for either a fixed term or permanent. The Head teacher has the delegated responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach, or a series of breaches, of the school rules or where alternative forms of behaviour management have been shown to fail including:

- ✓ Persistent bullying of a pupil
- ✓ Physical assault against a pupil or member of staff
- ✓ Threatening behaviour against a pupil or member of staff
- ✓ Verbal abuse
- ✓ Racist abuse
- ✓ Sexual misconduct

## **Use of the Police**

At Hindley J and I we do not use the Police Force as part of our Sanction System. However, we may refer to the Police in general terms, for example in an assembly as part of a talk on Pupil Safety. When requested, it is for the Head teacher to decide whether to allow police officers to conduct interviews on the school site. When making this decision, the Head teacher will consider whether the pupils concerned

are the alleged perpetrators or victims of the incident being investigated, and the severity of this incident.

Guidance from the Metropolitan Police Service and the Department for Education (DfE) states 'schools are not required to seek permission from parents before allowing a pupil to be interviewed by the police. It is for the school to decide whether to contact the pupils' parents.

At Hindley J and I we will contact pupil's parents to inform them that their child is to be interviewed by the police and a responsible adult will be present, this may be a member of the school staff or parent.

### **Roles and Responsibilities**

The Headteacher will:

- ✓ Promote respect
- ✓ Prevent bullying (homophobic, SEND, race, religion, culture, cyber)
- ✓ Regulate good behaviour
- ✓ Maintain and publicise the Behaviour Policy

The Learning Mentor will:

- ✓ Monitor behaviour logs and address any pupil needs through appropriate actions. For example behaviour plans, discussions with parents or agency referrals
- ✓ Ensure that where a child has a SEND, that their behaviour is managed in appropriate way to meet their needs and this could be different from the general policy

All Staff will:

- ✓ Adhere to the policy, the rewards and sanctions
- ✓ Advise and consult with parents
- ✓ Seek the support and advice of the Learning Mentor

Parents/carers will:

- ✓ Support the school policy
- ✓ Engage with the school
- ✓ Access Learning Mentor support

### **Monitoring and Review**

This policy will be reviewed by staff on a regular basis.

## **Appendix 1**

Staff with 'Team teach' training include:

- ✓ Miss Rawding
- ✓ Mr Burns
- ✓ Mrs Hersnip
- ✓ Mrs Montford
- ✓ Mrs Hoyle