

# Endon Hall Primary School

'Learning Together and Having Fun'



## Behaviour Policy

**Policy updated:** June 2017

**Review date:** June 2018

### Philosophy and Rationale

Everyone at Endon Hall Primary School is committed to a consistent, inclusive approach to education that provides for an environment and curriculum which encourages children to maximise their potential.

### Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable and high standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

At Endon Hall Primary School **EVERYBODY** has **RIGHTS**

### **CHILDREN**

We all have a right to work, play and learn in a friendly, safe and helpful school environment.

### **STAFF**

We all have a right to teach in a friendly, safe and fulfilling school which is supported by the school community.

### **PARENTS/CARERS**

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe school.

At Endon Hall Primary School **EVERYBODY** has RESPONSIBILITIES

We all need to care about ourselves, other children, parents/carers, teachers, belongings, our school and equipment.

Here are some examples:

To listen	To be honest
To help	To look after each other
To try our best	To try and understand each other
To discuss	To respect others
To encourage	To work and play safely
To be polite	To share attention
To make time for others	To share equipment
To be on time	To share time
To help others understand	To co-operate
To help others to belong	To ask for help
To try and work out problems in a fair manner	To ask for opinions and ideas
To have a go	

### Sessions

'Learning Sessions' will be referred to throughout this policy. These 'sessions' are as follows:

- Session 1: 8:55am – 10:30am
- Session 2: 10:45am – 12:15pm (Rec/KS1)/12.25pm (KS2)
- Session 3: 1:15pm – 3:15pm (KS1)
- Session 3: 1:25pm – 3:25pm (KS2)

At Endon Hall Primary School, there are **RULES**

To help protect our **rights** and to encourage **responsibility**, we have basic rules for our classrooms and for times when we are out of class.

### **Speaking rule**

Covers

- Hands up
- Raising voices/shouting
- Listening carefully
- Taking turns to speak
- Working noise
- Hurtful language
- Assemblies
- Moving between rooms
- Lining up

### **Learning rule**

Covers

- The way we learn and play in and out of class
- Always trying our best
- How to get attention or help
- Behaviour on educational visits or trips

### **Working rule**

Covers

- Co-operation
- Working without distracting self or others
- Concentration
- Behaviour on educational visits or trips

### **Movement rule**

Covers

- The way we move about
- Equipment
- Being on time
- Safe behaviour
- Use of equipment
- Camps and excursions

### **Treatment rule**

Covers

- The way we treat each other – verbally and physically
- Manners
- Looking after equipment

### **Problem rule**

Covers

- The way we resolve problems between each other

## Rewards for positive behaviour

We believe that good behaviour should be rewarded, along with improved behaviour, whether of a temporary or a permanent nature.

Behaviour Rewards include:-

- Individual – verbal praise, gold stars, merit awards, stickers, sent to headteacher/other staff for praise, job responsibilities and certificates/prizes, Golden time.
- Class team – extra playtime, extra rewards.

## Weekly Golden Time

- Every class has a weekly session of golden time for 30 minutes on a Friday afternoon.
- Each class discusses their ideas for the weekly Golden Time activities.
- Each class teacher will provide Golden Time activities that the children in their class enjoy.
- Good behaviour throughout the week is rewarded with the full session of Golden time.
- Classes will be rewarded with a Behaviour Award in Well Done assembly for the least number of children in a class, losing any Golden Time.
- Each rule broken over the five days between Golden Time sessions will result in a consequence, including time lost from Golden Time (see below table for actions following broken rules).
- Breaking the Treatment rule will result in a separate consequence (see Consequences section and Rule Respect Procedure section).
- Teachers will record the names of the children and the number of minutes lost on the Behaviour Sheet (Appendix 3), which is handed to the Headteacher/Deputy Headteacher/any other staff member who is leading Well Done Assembly. Children who have lost Golden Time during the week will pay back the time by sitting quietly at the side of their classroom, until their time to rejoin the activity is reached. After Well Done assembly, the Behaviour Sheets are passed to the office and any minutes of Golden Time lost are added to our behaviour record.

## Consequences

There are planned consequences for children who fail to take responsibility for their class and school rules.

These include: -

- Rule reminder
- Warning
- 5 minutes of golden time lost for every subsequent rule broken
- Discussion with the teacher at the end of a session, including a verbal apology and a personal target for improvement by the end of the next session.
- If a child loses 10 minutes of Golden Time in one session, or if the Treatment rule has been broken, the child is given a pink slip to take to the school office. This means the child is in 'The Cooler' either that lunch time or the following lunch time.
- Written reflection on the rule broken and the improvements to be made will be completed by the child during lunchtime in 'The Cooler'.
- Time out (in or out of the classroom)
- Parent/Carer meeting (to discuss agreed targets and strategies)

## Lunch Club

Lunch Club is provided daily, to ensure that there is a positive and safe environment for all children to enjoy at lunchtimes. Lunch Club is specifically provided for a small group of children who have been identified (through parent/carer and teacher discussion) as benefiting from a structured and supervised activity during lunch times. There is a wide range of practical activities for the children to participate in, within the school grounds. The children work with an adult to develop positive relationships and friendships, promoting team work. This Club is promoted positively for children's engagement. There is also an opportunity for other children to volunteer to participate in Lunch Club.

## The Cooler

The Cooler is an additional daily provision provided when necessary and supervised by a member of teaching staff, for the full lunch hour. The Cooler is in place for:

- situations whereby reminders and warnings have not had any positive impact on the child's behaviour and the child has repeatedly broken the class/school rules during one session (see Rule Respect Procedure below)
- if a child has broken the Treatment rule (verbally or physically)

- if a member of staff has identified poor behaviour or a rule break that is more severe than receiving a 'reminder'

If this happens during the morning sessions, the child will attend The Cooler at lunch time on the same day. If this happens in the afternoon, the child will attend The Cooler on the following day. The child will eat their lunch with the member of staff within this time and then complete the Personal Response and Apology Sheet and complete any work missed in class where appropriate/when necessary.

### Rule respect procedure

<b>Treatment rule break</b>	No tolerance is given to any break of the Treatment rule. A break of the Treatment rule could be physically or verbally, to any other child or adult in our school. If a child breaks the Treatment rule, the child will take a pink slip (Appendix 4) to the school office, which outlines that the child has broken the treatment rule and will attend The Cooler either that lunchtime (if this happens in one of the morning sessions), or the following lunchtime (if this happens in the afternoon session).
<b>Rule reminder</b>	A rule reminder is given regarding which rule has been broken and a brief comment is made about how the child could improve their behaviour during that session and in the future.  E.g. "I'm giving you a speaking rule reminder because you just shouted out, next time remember to put your hand up to speak."
<b>1<sup>st</sup> rule break</b>	A warning is given regarding which rule has been broken. The child is reminded that they have already broken a rule and, therefore, that they have to move their name to the thinking cloud.  E.g. "I'm giving you a learning rule reminder because you were distracting other children when you should have been working. This is the second time you've had to be reminded of the rules. Please move your name to the thinking cloud and start showing me that you can work hard and make the most of your time."  The child moves their name to the thinking cloud and then starts to try to earn the name move back, by correcting their behaviour during that session.  All balloons that get as far as the thinking cloud are returned to the sun at the start of the next session, to represent a fresh start for children in Reception or KS1. In KS2, the children will not return their names back to the sun until after session 2.
<b>2<sup>nd</sup> rule break</b>	The child is informed of the 2 <sup>nd</sup> rule they have broken in the session. They move their name to the rain cloud, which means they have lost 5 minutes of their Golden Time.  At the end of the lesson, the child will talk to their teacher to review behaviour/rules, expectations, strategies and goals for improvement.  At the start of the next session for KS1, the minutes lost are recorded on a chart and the child moves their name back to the sun, in order to progress through the rule reminder and warning stages again before they lose any more time.  All children may earn some/all of the minutes back by showing they can follow the rules consistently.
<b>3<sup>rd</sup> rule break</b>	The child is informed of the 3 <sup>rd</sup> rule they have broken. They move their name to the thunder cloud, which means they have lost 10 minutes of their Golden Time.  This results in time in 'The Cooler' and the child will take a pink slip (Appendix 4) to the office, which outlines that they have broken 3 rules and have lost 10 minutes (or more) of Golden Time in one learning session. This notifies the office that a member of staff will be needed at lunch time in 'The Cooler', where the child will eat their lunch and complete a <b>personal written response and apology sheet</b> (with adult support if required). The child always has the opportunity to earn their Golden Time back.
<b>4<sup>th</sup> rule break</b>	If a child continues to break the rules the session after attending 'The Cooler' they will continue to lose their Golden Time in 5 minute chunks. If a child corrects their behaviour after their session in 'The Cooler', Golden Time can be earned back. At the end of each day all children's names are returned to the sun and the rule respect procedure begins again.  In addition, the child will be <b>responsible for completing any work missed</b> in class, as well as homework (where appropriate),  If a child has spent time in 'The Cooler' more than twice in one week, parents/carers will be informed via a telephone conversation, including discussions about behaviour, rights, responsibilities, rules and targets.
<b>Continuous rule breaking</b>	<i>If a child continues to miss their Golden Time or spends time in 'The Cooler' for more than 2 occasions every week for 3 weeks, a meeting may be arranged with the parents/carers and the Headteacher/ Deputy/Assistant Headteacher.</i>  In extreme cases, parents/carers may be called to collect their child and discuss/arrange a meeting with teacher and/or Headteacher/Deputy Headteacher. The child may be sent home.
<b>Extenuating circumstances</b>	There may be occasions whereby a child has broken a school rule which is deemed to require a more serious consequence than just a reminder. In these circumstances, the member of staff will decide which consequence (from the procedure) is necessary. This may include spending lunchtime in 'The Cooler', either that day or the following day, depending when the rule has been broken.

## **Visual rule respect system displayed in all classrooms**

A consistent system will be in place to visually represent the rule respect procedure. All children will start every day with their name on the sunshine, which means they have all their Golden Time. As rule reminders are given and Golden Time is lost, this is visually represented with darkening clouds.

## **Personal Response and Apology Sheet – See appendix (to include the following)**

What I did:

What rule/s I broke:

Why I did it:

What can I do to “fix” it?

## **Further consequences**

- Children who repeatedly reach the level of parent/teacher discussions may be placed on the Special Educational Needs register for behaviour and will be given extra support to improve their behaviour through their own targets within a Pupil Plan (PP). The Behaviour Support Team and/or Educational Psychologist may be involved. They may also have a daily report to be completed by their teacher, taken home and signed by their parent/carer.
- Further consequences could lead to: -
  1. Temporary exclusion
  2. Permanent exclusion – involving outside agencies, Education Psychologist, pupil support etc.

## **Special Educational Needs**

- Children who have an identified Special Educational Need relating to their behaviour will have suitable strategies of support implemented by school staff which have been adapted by external support agencies
- These support strategies will be developed based on the individual child's needs in collaboration with the child, parent/carer, teacher, school staff and/or external agencies
- Due to their identified Special Educational Need, these children may have different rewards/consequences that are suitable to the individual child and therefore may not follow the school's Behaviour Policy procedures in their entirety.

## **Pupil/Pupil Disagreements**

Retaliation is not acceptable.

Not all discipline incidents are entirely the fault of one child. In such circumstances these problem-solving steps will be used: -

- The problem is...
- Some ways to fix it are...
- We plan to...
- We will check with...to see if our plan is working
- When you ..... it made me feel.....
- Cool off time.

## **Parents/Carers**

Parent/Carer support is essential if strategies are to be effective. Parent/Staff meetings for severely/continuously disruptive children will be sought at the earliest intervention with the school expecting the full support of the parent/carer. Class teachers are available at the end of most school days for parents/carers to discuss any behaviour issues or concerns. Alternatively, parents/carers can make an appointment with their child's teacher via the school office at any time.

## **Bullying**

When bullying issues arise they will be treated seriously and will be dealt with through strategies outlined in our Behaviour Policy, particularly the 'further consequences' section, and considering the most up to date advice from the Department for Education. Please see our Anti-Bullying Policy for more information.

## **Racism**

If incidents of racism occur they will be reported to the L.A. (Local Authority) in line with their own policies and procedures.

## **Behaviour off site that impacts upon behaviour in school (including, where relevant, Social Media/Networking)**

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered child whose behaviour (when they are not on the school premises or under lawful control of a member of staff) could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- pose a threat to another child, member of staff or member of the public; or
- adversely affect the reputation of the school.

## **Monitoring and Evaluation**

This policy will be monitored annually. Behaviour tracking and analysis will be used to inform the policy review.

*Appendix 1 – Golden rules (for display within school)*

*Appendix 2 – Personal response/Apology sheet*

*Appendix 3 – Weekly Behaviour tracking sheet*

*Appendix 4 – 'The Cooler' communication slip (v2)*