

Endon Hall Primary & Nursery School

'Learning Together and Having Fun'



Behaviour Policy

Policy updated: June 2020

Review date: June 2021

Philosophy and Rationale

Everyone at Endon Hall Primary & Nursery 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 & Nursery 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 & Nursery 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 (EYFS/KS1)/12.25pm (KS2)
- Session 3: 1:15pm – 3:15pm (KS1)
- Session 3: 1:25pm – 3:25pm (KS2)

At Endon Hall Primary & Nursery 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
- 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
- Hurtful language
- 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.

* see Appendix 1 for list of rewards

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, Rise and Shine award.
- 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 and agrees on a list of ideas for the weekly Golden Time activities.
- These ideas will be agreed upon, as a whole class, for the half term and will be displayed on the behaviour display.
- 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 Golden Time.
- Each rule broken over the five days between Golden Time sessions will result in a sanction, including time lost from Golden Time (see below table for actions following broken rules).
- Breaking the Treatment rule will result in a separate sanction (see Sanction 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 2), 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 in a different classroom, until their time to rejoin the activity is reached. After Well Done assembly, the Behaviour Sheets are passed to the office and used to monitor behaviour trends, including identifying children who may require additional support.

Sanctions

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

* see Appendix 1 for list of rewards

The steps are outlined below:

Step 1) A clear verbal rule reminder is given

Step 2) A clear warning is given

Step 3) 5 minutes of Golden Time will be lost for every subsequent rule broken. A discussion with the teacher will be held at the end of the session, including accepting that the behaviour needs to improve and setting a positive personal target for improvement by the end of the next session.

Step 4) If a child loses 10 minutes of Golden Time, the child will have time out, **in class**, for a short period of time.

Step 5) If a child continues to break the rules, the child will have time out in a **different classroom** for the remainder of the lesson.

Step 6) If behaviour does not improve in the next session, the child will discuss their behaviour/have **time out with a member of the SLT**

Step 7) If behaviour is regularly disruptive and steps 4 to 6 are reached often, the child may be placed on a behaviour report to track positives and look for triggers, which can then form the basis of a behaviour contract between the teacher, parent/carer.

Rule respect procedure

Treatment rule break	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 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).
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Step 1 - Rule reminder (1st rule break)	<p>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.</p> <p>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."</p>
Step 2 - 2nd rule break	<p>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'.</p> <p>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."</p> <p>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.</p> <p>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 EYFS or KS1. In KS2, the children will not return their names back to the sun until after session 2.</p>
Step 3 - 3rd rule break	<p>The child is informed of the 2nd 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.</p> <p>At the end of the lesson, the child will talk to their teacher to review behaviour/rules, expectations, strategies and goals for improvement.</p> <p>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.</p> <p>All children may earn some/all of the minutes back, by showing that they can follow the rules consistently.</p>
Step 4 - 4th rule break	<p>The child is informed of the 3rd rule they have broken. They move their name to the 'thunder cloud', which means they have lost 10 minutes of their Golden Time. The child will have time out, in class, for a short period of time.</p>
Step 5 - 5th rule break	<p>If a child continues to break the rules they will continue to lose their Golden Time in 5 minute chunks and will have time out in a different classroom for the remainder of the lesson.</p> <p>In addition, the child will be responsible for completing any work missed in class, as well as homework (where appropriate),</p> <p>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.</p>
Step 6 / Step 7 - Continuous rule breaking	<p>If the above steps are reached regularly, the child will have time out/a discussion with a member of the SLT. Parents will be informed. The child may be placed on a behaviour report, which may form the basis of a behaviour contract between the teacher/parent/child.</p> <p>Parents/carers will automatically be informed if their child spends time in the Cooler more than once a week. The teacher will contact the parent/carer by telephone to make them aware. If a child continues to miss their Golden Time or spends time in 'The Cooler' regularly (e.g. for more than 2 occasions in subsequent weeks over a half term) a meeting may be arranged with the parents/carers and the Headteacher/ Deputy/Assistant Headteacher and their pink slips will start to be sent home for their parent/carer to sign and return.</p> <p>In extreme cases, parents/carers may be called to collect their child and discuss/arrange a meeting with the teacher and/or Headteacher/Deputy/Assistant Headteacher.</p>
Extenuating circumstances	<p>There may be occasions whereby a child has broken a school rule which is deemed to require a more serious sanction than just a reminder. In these circumstances, the member of staff will decide which sanction (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.</p> <p>If a child has an identified Special Educational Need it may be decided that the above is not appropriate. In this circumstance, the SENDCo will work with the child, parents, staff and external professionals, where appropriate, to formulate an effective individual approach.</p>

* If at any point the Treatment Rule is broken, the child is given a pink slip to take to the school office. This means the child is in 'The Cooler' either that lunchtime or the following lunchtime (if the rule has been broken during the afternoon).

*Continuous behavioural incidents will prompt investigation of the causes through behaviour assessment/Boxall Profile/ABC recording. Following the graduated approach, individual strategies to support will be put in place and external advice sought where required.

The Cooler

The Cooler is an additional daily provision provided, when required, and is supervised by a member of teaching staff, for part of the lunch hour, appropriate to the circumstance. 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 'rule reminder'

If this happens during the morning sessions, the child will attend The Cooler at lunchtime 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 reflect on their behaviour and how it can be improved. They will also complete any work missed in class where appropriate/when necessary.

Exclusion

Where the above strategies fail and/or a significant behavioural incident occurs, the child may need to undertake their learning away from their class group for a prolonged period. Furthermore, a Fixed – term exclusion may be issued. In extreme cases, a Permanent exclusion may be issued.

Visual rule respect system displayed in all classrooms

A consistent system will be in place to visually represent the rule respect procedure. This display will be at the front of the classroom as a visual reminder for the children. It will be referred to in order to support conversations around improving behaviour. A list of Golden Time activities will be visible for the children to see and will be updated weekly so that children are aware of what they are working towards that week. 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.

Special Educational Needs

- The behaviour of children who repeatedly reach the level of parent/teacher discussions will be investigated further.
- The views of the child and parents will be carefully taken into account and support, through individual adjustments, will be put in place.
- If a Special Educational Need is identified, then school staff will follow the graduated approach. SEN Support, with an Individual Pupil Plan containing SMART targets and complimenting support will be implemented and reviewed regularly. External advice and guidance will be sought where appropriate.
- If further support is required following this approach, and if criteria are met, an application to the Local Authority will be made for an Education, Health and Care Plan Needs Assessment.
- Where Education, Health and Care Plans are in place, advice and recommendations will be followed carefully and reviewed at least annually.

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. Discussions/meetings between staff and parents will be sought at the earliest intervention with the school expecting the full support of the parent/carers in working together to address the improvements required.

Bullying

As part of our RSHE programme and through themed projects we explore bullying with children, including what constitutes bullying and how to tackle it. If bullying issues arise they will be investigated and dealt with accordingly, through strategies outlined in our Behaviour Policy 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 LA (Local Authority) in line with their 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 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.