



Hempsted C of E Primary School

Behaviour Policy

Growing Together in God's Love

Approved by: Full Governing Body

Date: 25th May 2023

Next review due by: May 2026



Hempsted C of E Primary School Christian Vision

Growing together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

Our Mission Statement

We will achieve our vision together by:

- Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.
- Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.
- Being an inclusive school where everyone can feel safe, hopeful and happy.
- Fostering self-esteem, dignity and respect, founded in our deeply Christian values.
- Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.
- Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.
- Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.

...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40

Our Golden Rules

We always tell the truth.

We look after our World.

We treat everyone with compassion and respect.

We try our best and persevere.

We listen to each other.

‘We have high expectations for our children – both their learning and their behaviour.’

Rationale

- At Hempsted C of E Primary we believe that good behaviour is vital to effective learning, the quality of life in school and to the functioning of the school as an orderly community. Central to our policy is our vision ‘Growing Together in God’s Love’, along with our Golden Rules.
- This policy helps to ensure that our high expectations of behaviour and our rules are applied consistently throughout the school, including playtimes, lunchtimes, clubs and off-site visits and events.

The implementation of this policy is the responsibility of all the staff. When an incident occurs it is the responsibility of the member of staff in charge to take the necessary action.

Central to our work promoting excellent behaviour in our school, is the promotion of our Christian values. We want to be an inclusive school where all children feel safe, hopeful and happy; a school that fosters self-esteem and respect so that each child can reach their God-given potential.

In order to achieve this, we work to create a positive learning environment within the school that ensures that our approach to behaviour management and discipline is consistent, and understood by all the school staff, pupils and parents. Jesus teaches us to love our neighbour as ourselves. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate. We focus on the positives and actively celebrate when a child demonstrates our values and ensure that this is shared with parents too.

We also promote positive behaviour through our Personal, Social, Health and Citizenship Education (PSHE) curriculum, which supports the development of the emotional health of our pupils.

Classroom Management

Class rules are agreed by the teacher and all the pupils at the start of the academic year. They support our school rules. (Golden, Core, Playtime and Lunchtime)

Children are clear about the **rules, rewards and consequences**.

Rules should be observable, specific and applicable, no matter what activity or which adult is in the classroom.

The Core rules – for all pupils at all times

- Look after others
- Be polite and show respect to everyone
- Listen to others
- Be co-operative
- Respond respectfully to all adults in school

- Work hard
- Respect the building, grounds and equipment that belong to school and other people
- Always walk inside our school
- Wear uniform everyday (including PE kit and appropriate footwear)

At Playtime:

- Play sensibly and kindly, whilst sharing space and equipment responsibly.
- Ask permission, from the member of staff on duty, before they enter the building.
- After the whistle has been blown at playtime or lunchtime, stand still and, when asked to do so, walk to line up in their class lines.
- Walk into school in a quiet, orderly manner.

At Lunchtime:

- Walk in and out of the hall quietly and sensibly
- Sit where asked to
- Eat lunch quietly and sensibly
- Use good table manners
- Eat my own food and not share food
- Keep the conversation to my own table
- Finish the food in my mouth before putting my hand up to request that I can leave the lunch hall.
- Clear away lunchboxes and drinks containers when leaving the table.

Wet Playtimes:

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each classroom). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

- Remain in my own classroom area (unless asked to do otherwise by a member of staff)
- Remain seated as much as possible. Movement around the classroom must be calm and orderly.
- No scissors, tools or glue should be used
- Use scrap paper and not write on the board
- Clear away when asked to do so by break or lunchtime staff

Incidents of unacceptable playground behaviour should be dealt with immediately by the staff on duty and reported to the class teacher where appropriate. The Head Teacher or Deputy Head should be informed of serious breaches of behaviour.

Teaching the Plan

Positive behaviour management underpins everything we do in school. The rules are therefore explained, discussed and consolidated regularly. We do this by:

- Explaining why classroom rules are needed
- Checking for understanding
- Discussing and explaining reward systems

- Discussing and explaining the reason for having consequences
- Checking for understanding of consequences

We regard spiritual, moral, social and cultural education as vital to the all-round development of every individual.

Rewards and Consequences:

We aim to use positive recognition to motivate pupils to choose responsible behaviour. Rewards must be consistently applied and not taken away as a sanction.

We aim for consequences to be realistic and do not believe that they need to be severe to be effective. On occasion, consequences may need to involve making reparation for the action, for example, writing letters of apology, completing a written reflection of events, feelings, actions and consequences.

Exclusion is used as a final sanction.

Rewards and Consequences : Reception and Key Stage 1 –

Each classroom has a behaviour system known as 'Reach for the Stars'.

Children start on the Earth. This means that they receive 30 minutes of their Golden Time. For positive behaviour, they move up 'through the stars' which will increase the amount of Golden Time that they will receive. In Year 1 and 2, for exceptional positive behaviour, they can even earn a place on the 'shooting star' and this means that they will receive a certificate and credit. Reception and Year 1 children take home a ticket to inform parents of where they are on the system at the end of the week.

For behaviour that breaks the rules, children may move down through the system. This effectively decreases the amount of Golden Time, and in exceptional or persistent circumstances, can result in no Golden Time at all. In certain cases, or if this is a regular occurrence, then the Head Teacher may be involved. It is possible to earn back Golden Time through demonstrating appropriate behaviour.

Each class also aims to 'Build a Bear'. Parts of the bear are achieved and added when the class works together collaboratively. The Head Teacher also goes on a 'bear hunt', and will award extra pieces for tidy classrooms, corridors, uniform or good overall class behaviour. A completed bear results in a whole class reward such as parachute games, baking, craft afternoon etc.

Rewards and Consequences : Key Stage 2 - It's Good to be Green!

In Years 3,4,5 and 6 there is a 'Good to be Green' wallchart. At the start of every day, every child will have a green card. During the day, children who follow the school and class rules stay on a green card.

However, children who make the wrong choices and don't follow the rules will, after a verbal warning, be given a warning card. A warning card means 5 minutes of the next playtime/lunchtime is missed. Children should be encouraged to reflect on what they have done wrong during this time. If further rules are broken, then a 'consequence' card is issued, meaning 15 minutes of the next playtime/lunchtime is missed. Should a second consequence card be issued, then the child will be sent to a member of the Senior Leadership Team and miss 2 lots of breaktime and lunchtime. At this stage, the Senior Leadership Team will consider whether involvement of parents is required. All Key Stage 2 classes have a marble jar. This is to encourage whole class co-operation. Pupils can put marbles into the jar for a wide range of situations that require the class to work together – in particular those areas that lead to better learning in the classroom such as settling to a task quickly, being organised and prepared, keeping the classroom tidy and great behaviour in, around and out of school. The Head Teacher will go a 'marble run' and award extra marbles for tidy classrooms, corridors, uniform or good overall class behaviour. When 100 marbles are in the jar, the whole class receives an appropriate award.

The House System (all children)

All children in the school belong to a 'house'. These are called Swithun, Llanthony, Newark and Severn. ALL staff and visitors can give housepoints for good behaviour, manners and achievement. These can be earned any time of the day. Each housepoint earned contributes to a running total and a weekly house trophy. At the end of each full term, the house with the most points wins a special prize that the whole house team can enjoy!

Other Rewards

As well as the above, positive behaviour can be rewarded in other ways such as:

- Verbal praise, smiles
- WOW vouchers in EYFS
- Sharing work and positive behaviour with other adults and children
- Values postcards
- Reward stickers for good work
- Communication with parents
- Head Teacher's Awards – credit cards (Y1 to 4)
- In Year 5, children receive 'lucky tickets' for a variety of positive behaviour. These go towards a prize draw at the end of the week.
- In Year 6, children's positive behaviour is rewarded with 'Free Seat Friday'.

Other Consequences

Occasionally, there will be times when we have to consider other consequences if the above systems aren't effective for a child. These can include:

- Time out working in the classroom of a senior member of staff
- Speak to the Head Teacher
- Teachers tracking pupil behaviour during a lesson
- Contacting parents
- Creating an Individual Behaviour Plan
- The Offer of Early Help – this can include the use of external agencies or the school's own offer such as 'nurture groups'.

Behaviour outside school

When on trips and visits, including to the church, pupils are expected to behave in a manner that reflects the school's values and ethos.

Before setting out on a trip / visit pupils should be reminded to:

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them
- Be a good ambassador for Hempsted C of E Primary when out of school

Parents' Role

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy.

All aspects of our Policy apply not only to children and staff but also to parents and others in school at all times when they are on the school premises and are involved with out of school activities.

Special Educational Needs and Disabilities (SEND)

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we follow the LA's Code of Practice.

We receive support from outside agencies, e.g. an Educational Psychologist and the Pupil Referral Unit and Behaviour Support organisations if / when appropriate.

Race Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multi ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with following our Anti-Bullying and Racism Policy which is a comprehensive policy for children, staff, governors and parents / carers, visitors and contractors / sub-contractors and includes the possibility of exclusion.

However, a letter may also be sent home to parents/carers to inform them that their child has been involved in a racist incident.

Child on Child Abuse

If poor behaviour could potentially be classed as Child on Child abuse, then staff should refer to our Child Protection policy and the most recent Keeping Children Safe in Education document (Part 5).

Links with Other Policies

This behaviour policy is linked to our

- Suspensions and Exclusions policy
- SEND policy and information report
- Child protection policy
- Online safety policy
- Equality information and objectives

Monitoring and Evaluating

We will regularly monitor our behaviour system for rules /rewards and consequences.

Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the head teacher
- Number of individual behaviour plans set up in school
- CPOMs behaviour log

The feedback from monitoring procedures will be used annually to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

Our policy and practice are reviewed by staff, by our Governors, and through consultation with pupils as well as parents.