

HARTFORD MANOR PRIMARY SCHOOL AND NURSERY



BEHAVIOUR POLICY AND PROCEDURE

Date of policy: March 2017
Review Cycle: Annual
Reviewed By: Simon Kidwell
Approved By: Full Governing Body
Last Reviewed: March 2016
Next review date: Spring Term 2018

HARTFORD MANOR PRIMARY SCHOOL
BEHAVIOUR POLICY AND PROCEDURE

At Hartford Manor Community Primary School, we will:

- Build a learning community based on honesty, openness, trust and equality.
- Realise the potential of each child fostering independent, confident lifelong learning.
- Work together as a team where everyone is respected and valued.
- Be the school at the heart of its community.
- Promote high expectations and seek progress for all.
- Provide a safe, nurturing environment where children enjoy learning.
- Welcome, value and involve parents in their child's education.
- All take time to listen and support one another

Our Vision for the children at Hartford Manor Primary School

Knowledge

- To know right from wrong
- To know their own strengths and weakness and how they make a unique and positive contribution
- To know how important their education is and what it can lead to

Skills

- Be literate and numerate
- To communicate well and interact positively with the world
- Can adapt to change and learn from success and failure

Attributes

- To be confident and resilient in themselves
- To be compassionate and respectful towards others
- To be realistic and wise in their decisions

Context

At Hartford Manor we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. Class teachers are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the Governing Body, Parents, Head Teacher, Deputy and Assistant Head Teachers, Teachers, Teaching Assistants, Office Staff, Lunchtime Supervisors, Catering Manager, Site Manager, Caretaker and anyone else working within our school.

Aims and Expectations

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that we 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.

Our Pupil Aims

- To take full responsibility for their own learning and actions throughout the day.
- To be aware of the rewards and sanctions relating to their behaviour.
- To review the school rules each year and amend as necessary.
- To develop empathy and understanding towards others.
- To be able to consistently make a positive contribution to the school and community.

Our Staff Aims

- To ensure the quality of learning and teaching is high and children are inspired and motivated to succeed.
- To focus on positive behaviour strategies; praising and rewarding children for effort.
- To give rewards and sanctions consistently and fairly.
- To deliver a high level of care to every child.
- To build an excellent rapport with pupils.
- To seek to understand barriers to learning and overcome them.
- To ensure that all pupils have the opportunity to experience different responsibilities and contribute to the school community.
- To work in partnership with parents to promote positive values and behaviour.
- To listen carefully to the voice of the child and avoid assumptions
- To consider our choice of words carefully (Where possible avoiding 'don't', 'try', 'can't', 'but') and to reflect on the language we choose
- To promote a 'can-do' approach through positive support and communication

Our Governors Aims

- To ensure that the school provides an environment that promotes positive behaviour in order for effective learning to take place.
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.
- To ensure systems and structures are adhered to fairly and consistently.

Our Parents Aims

- To work in partnership with the school to promote positive values and behaviour.
- To encourage their children to take responsibility for their actions.
- To value the work of the school and be aware of the school vision and the behaviour policy.
- To support their children with their learning at home.
- To attend Parents' Evenings, Curriculum workshops and other events designed to support their children.
- To be proactive and take responsibility for their child's behaviour.

Promoting and Rewarding Positive Behaviour

At Hartford Manor we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at Hartford Manor:

House Points

The purpose of House Points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude.

- House points are the primary method of rewarding good behaviour on a daily basis.
- Pupils at Hartford Manor are split into four 'houses' at the start of their time in school (either in Foundation Stage or when they join school mid-year).
- The children and their families suggested names for our four houses in September 2015 and the SLT subsequently chose the names of significant local figures 'Brunner, Marshall, Sharp' and 'Doda'.
- Class teachers are responsible for ensuring that the houses in their class are balanced between gender and ability.
- Any member of staff may award house points.
- House points are recorded on class house point charts.
- House point totals are collected by House Captains every Friday and the House Point display in the hall is altered according to the winning team.
- The winning house each week is announced via our school Twitter feed
- At the end of each half term, the house with the most points is awarded a trophy and receives a reward at the start of the following term.
- The SLT will also set targets which may earn additional house points. For example, high standards of uniform, punctuality, politeness etc.

House points may be awarded for:

- An outstanding piece of work
- Demonstrating good effort when encountering a challenge
- Following a school rule
- When a learning target has been achieved
- Supporting other pupils in their learning
- Demonstrating that a school rule has been followed
- Promoting good behaviour in others
- Improving their behaviour
- Taking responsibility for their learning
- Carrying out extra responsibilities in class
- Answering a question well

Celebrating our Achievements

A number of systems are in place for celebrating individual pupil achievements at Hartford Manor:

Merits

Merit stickers are given for exceptional pieces of work, achievements or behaviour. Merits are recorded on individual sticker charts. When a child has earned 10 merits, they receive a Head Teacher award. When a child has collected 50 merits they have the opportunity to choose a small prize from a selection.

Celebration Assemblies

These are held fortnightly. Each class teacher chooses children to receive Reading, Writing and Maths awards. Children who receive a Maths or Writing award are presented with a certificate. If a child receives a Reading award, they have the opportunity to choose a book from a selection provided by Friends of Hartford Manor.

Parents are invited to attend our Celebration Assembly and are notified by text if their child is receiving an award. Children's first names are shared on year group Twitter feeds.

Star of the Week

Each week we nominate a child in each class to be Star of the Week. These pupils have special privileges e.g. special jobs, special chair/cushion. They receive a certificate from their teacher on a Friday afternoon.

Golden Time

Each class will be rewarded with Golden Time on Friday afternoons, where classes share special time together on less formal, chosen activities.

Rocket System

Rocket points are awarded to the whole class for good work and behaviour. When the class reach 'blast off' the children may vote to decide on a treat activity for the whole class e.g to have additional football/creative time

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful punishment. The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments should be avoided
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the child that is punished
- Children should only be sanctioned once

Each classroom uses a 'Consequence Ladder' to display the steps of sanctions. All children start the day on 'the sunshine' and movement up the Consequence Ladder should only be necessary if children do not choose to make 'the right choice' when given the opportunity to do so.

Moving up to the '5 Minutes' section of our Consequence ladder means that the child will miss 5 minutes of class Golden Time on Friday afternoon. Subsequent sanctions will involve a member of the SLT and the child's parents.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti social, disruptive or aggressive behaviour is frequent; sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies may be necessary.

SIMs

At Hartford Manor we use our SIMs system to record significant behaviour incidents. These include where a child has been sent out of the classroom for times greater than a 5 minute 'cooling off' period. It is the role of the behaviour co-ordinator to monitor these records with a purpose of identifying trends and patterns in behaviour for individual children, classes and year groups. The behaviour coordinator will run a half termly report for the Safeguarding meetings. The behaviour co-ordinator will ensure that all staff understand how to access and record incidents using the SIMs system.

Attendance

As a school, we believe that there is a direct correlation between good attendance, behaviour and achievement. Alongside recording and analysing behaviour data & patterns; our school actively monitors attendance. At every Parent's Evening, we share a child's percentage attendance and highlight concerns. For children who are persistently absent or late for school; parents are invited to a meeting with our Head Teacher/ Deputy Head, a member of the Admin team and our Education Welfare Officer. At these meetings, we discuss strategies to ensure children's attendance improves and set targets for better attendance.

As part of our Celebration Assemblies in both Key Stages; we award a certificate for the class with the highest percentage attendance for the week. The class are also rewarded with the honour of looking after our school mascot 'The Hartford Hart' in their classroom.

Please refer to 'Attendance Policy' for further information.

Possible Strategies for incidents of Major Breaches of Discipline

- A meeting with child with the Head teacher or Deputy Head as to future conduct
- Timetable adjustments to enable the child to work outside of their normal classroom
- A letter/phone call to parents informing them of the problem
- A meeting with parents
- A Behaviour Improvement Plan to be formulated in consultation with parents, class teacher and child
- A fixed-term exclusion may be considered in order to allow the school time to make adjustments to provision and to allow time-out for the child. Immediately following a fixed term exclusion and before the child returns, a reintegration meeting between parents and school should be arranged.
- A multi-agencies meeting alongside parents.
- Permanent exclusion after consultation with the Governing body and the LEA
- Parents have a right to appeal to the Governing Body against any decision to exclude

Review

The Governing Body reviews this policy regularly. The governors may also review the policy if the government introduce new regulations or if the governing body receives recommendations on how the policy might be improved.

