

Be the best we can, for ourselves, for others and for God



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour and Discipline

POLICY

May 2018

Our aim is for children to be lifelong learners, be part of their own development and become well rounded, confident, accomplished and independent citizens ready for the rigours of life in a rapidly evolving technological world, a life in which they embrace change, challenge their thinking and are accepting of each other in a diverse society.

Last Reviewed May 2018

Next Review Date May 2019

Ratified by FGB

Ratified on 23.05.18

Lead Person Pam Scott

Category General

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Be the best we can, for ourselves, for others and for God



Hildenborough CEP School

Behaviour and Discipline Policy

*At Hildenborough CEP School we aim to
"Be the best we can, for ourselves, for others and for God".*

Aims:

Our behaviour policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.
- Nurture positive caring attitudes where achievement at all levels is acknowledged and valued allowing children to reach their full potential.
- Provide a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to behaviour management throughout our school.

There are certain principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour and not just to react to unacceptable behaviour

School Values:

Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God, and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and

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putting God first in our lives. As a school, we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life. These are underpinned by the class rules that are agreed between the class and teacher at the beginning of each new academic year.

Rewards and Sanctions:

Rewards

There are many ways that the children are rewarded. Good behaviour /work may be rewarded in any of the following ways:

- Praise and encouragement
- Increased trust/responsibilities/privileges
- Classroom recognition and class based rewards
- Stickers
- Achievement assembly awards
- House points

House Points

Children will receive house points for good behaviour/ academic achievement. These will be added up through the week and announced in 'achievement assembly' (Friday morning). There is a non-uniform day for termly team house point victors and a trophy is awarded annually to the winning team.

The houses are:

- Blue = Riding
- Yellow = Weald
- Red = Hilden
- Green = Brook

Children are assigned a house when they enter Year R or at the point of entry to the school after this (this is part of the admission arrangements led by the School's Admin team). They will be in the same house as any older sibling but apart from this, children will be assigned on a rotation basis, ensuring the houses have an equal number of children. The same applies for staff when they first join the Hildenborough team.

- The maximum number of house points that can be awarded to an individual child is 3 points.
- Guidance is as follows (these are examples, the list is not exhaustive):

1 point	Politeness / holding a door open
2 points	Good effort with class work
3 points	A special achievement that is over and above what is expected e.g. special piece of work

'Achievement assembly' awards

An achievement assembly is held every Friday to recognise and celebrate the achievements of specific pupils who have demonstrated Hildenborough School's desired learning behaviours. The following achievements are celebrated -

Each week teachers will choose:-

- Two children from their class, who have demonstrated outstanding behaviour, to receive the 'behaviour book' award. These children are awarded a sticker.
- One child from their class, who has demonstrated fantastic learning, to receive the 'Learner of the Week' award. These children are awarded a certificate.
- One child from their class, who has taken pride in their presentation, to receive the 'Pride' award. These children are awarded a wrist band and certificate.

In addition to this:-

- Mr Seal (PE leader) will choose up to two children from each class (Years 1-6), who have demonstrated positive behaviours and involvement during their PE lesson, to receive the 'PE pride award'. These children are awarded a sticker.
- Playground buddies (Year 6 pupils) will choose one child, from each Key Stage, who have demonstrated positive behaviours during the lunch hour, to receive the 'playground' award. These children are awarded a certificate.

Teachers will also choose one child from their class per term to receive the 'Scientist of the Term' award. These children will receive a certificate.

Other

Teachers can also use their own discretion to reward the whole class with:

- Extra golden time
- Extra playtime
- Extra computing time

Sanctions

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It is the responsibility of the class teachers to ensure that the agreed class rules are enforced within their classrooms, and that pupils behave in a responsible manner during lesson time. Teachers will be aware of the difference between deliberate misbehaviour and age appropriate behaviour.

Children's special needs will be taken into consideration when following the steps in the behaviour policy or writing a behaviour plan.

At Hildenborough we adopt the traffic light system for behaviour management, which is carried out as follows:

The traffic light system:

All classes will display the agreed traffic light system (large visual representation of a traffic light with children's names pegged onto the Green section). This traffic light system will be displayed in the classroom but can also be taken to the hall, ICT or any other place of learning if deemed necessary by the class teacher.

Should children show inappropriate behaviour which will impact on their own or others' learning, the following procedure will take place:

1st instance (Stage 1): A warning is given.

2nd instance (Stage 2): Name moved to 'amber' and warning given.

3rd instance (Stage 3): Name moved to 'red' and time out is given. If the behaviour continues, time out of class will be given. The child will be sent out of class following the 'Out of Class' system (see below).

At any stage of this process children have the opportunity to move their names back up to the green section of the traffic light by showing appropriate behaviour.

Out of Class Procedure

Whenever a child reaches the stage at which they must be sent out of class, the 'Out of Class Procedure' must be followed. Children will only be sent out of class if their behaviour continues to be inappropriate and disruptive to learning after the 'traffic light' system has been implemented.

Should a child be placed on red and sent out of class the following must happen:-

- The class teacher will fill out the 'Out of Class' folder (see below).

Child's name: _____

- The child in question will be accompanied (either by an adult or appropriate peer) to a partner class (as agreed at the beginning of term) along with the 'Out of Class' folder.
- The 'Out of Class' folder will be read and signed by the partner class teacher.
- The child sent out of class will not be spoken to by the teacher of the partner class, other than to be directed to an appropriate spot where they can reflect on their behaviour and calm down. This is important so that children see the 'time out' as a constructive process rather than punitive.
- A child should spend a minimum of five minutes and a maximum of ten minutes out of class. The appropriate time should be judged by the class teacher and will depend on the behaviour and the amount of reflection/calming down time needed.
- The consequence is then delivered during break or lunch time when they must make up any missed learning with their class teacher. If the child refuses to make the work up with their teacher, they will be sent to the Head Teacher (or Deputy Head Teacher in Head Teacher's absence) to do so. If they continue to refuse to do the work, parents will be contacted to ask that they come in after school to ensure the work is completed.
- The 'Out of Class' folders will be sent to the Head Teacher to sign at the end of each school week so that all incidents can be recorded on SIMS.
- It is important that this format is followed and the folder is filled out for all instances, so that patterns of inappropriate behaviour can be spotted, monitored and dealt with swiftly.
- Where a consistent pattern emerges parents will be contacted to discuss the matter.

Extreme Behaviour

Examples of extreme behaviour are:

- Any form of violence
- Answering back to an adult in a rude tone
- Stealing
- Anti-social and disruptive behaviour that adversely affects the learning and well-being

Date	Year group	Incident	Consequence	Checked by
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of others

- Swearing over heard by an adult

Children displaying these kinds of behaviours should be escorted by an adult to the Head Teacher (or Deputy Head Teacher in Head Teacher's absence) to reflect on their behaviour

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and calm down. This will be recorded in the 'Out of Class' folder and parents will always be informed. If an incident involves multiple pupils, it may also be necessary to fill in a 'Behaviour/Concern' form on the school system.

Sometimes it may be necessary to respond to a more severe situation very quickly if a child is not responding to the usual consequences, and is causing severe disruption in the classroom. At times, it may be necessary to remove a child from the classroom immediately so teaching and learning can continue. All staff have been trained to use the team teach strategies.

- If the child can be safely encouraged to leave the classroom for some time out, they should do this.
- If the child refuses to leave the classroom, and is in danger of hurting others, the teacher should make the judgement as to whether it is safer to take the rest of the children elsewhere (e.g. ICT suit/ school hall).
- No child should be physically handled / removed / restrained, unless they are at risk of hurting themselves, others or school property. All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- If we cannot calm and settle a child we will call the parents to come into school to calm and settle the child. If the child cannot be calmed and settled we will then consider exclusion as outlined below.
- In extreme cases the school will follow guidance provided by Kent LA. This may include fixed term or permanent exclusion. Exclusion is the ultimate penalty for persistent, uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of the other children in the school. Parents will usually have prior warning that this step is to be taken. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases, exclusion could be permanent. The chair of Governors is always kept fully informed of all cases of unacceptable behaviour and where the possibility of exclusion is being contemplated.
- Children's special needs will be taken into consideration when following the steps in the behaviour policy or writing a behaviour plan.

Playground

High expectations are applicable in all areas of the school community including the playground. The school uses the buddy system and the games captains ensure that equipment is available for children to use.

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To ensure consistency across the school we also follow the traffic light system during break and lunchtimes; however, due to logistics there are a few slight alterations as follows -

- **Stage 1:** Warning/reminder of what will happen if they make the same choice again.
- **Stage 2:** If the child does not change his/her behaviour they will have a time out. They stand by the reflection sign for a length of time that is deemed appropriate but no more than 5 minutes. They should be encouraged to reflect on their actions.
- **Stage 3:** If behaviour continues, the child will be sent inside to sit outside the Head Teacher's office. If it reaches this stage, the incident should be recorded in the 'Incident/Accident' book which will be reported back to the child's teacher at the end of play by the Lead Midday Supervisor.

Playground incidents recorded in the 'Incident/Accident' book will be checked by the Head Teacher and recorded on SIMS at the end of each week, so that patterns of inappropriate behaviour can be spotted, monitored and dealt with swiftly.

Bullying

Bullying is behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally.

- This policy is used in conjunction with the school's anti-bullying policy to deal with instances of bullying.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

In line with the behaviour policy, Parents'/carers' responsibilities are to:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Be aware of and support the school rules and expectations.