



Caring - Aspiring - Excelling

Hunton & Arrathorne CP School

Behaviour Policy

Aims

1. To foster a 'climate of encouragement' in school so that our children's self-esteem is strengthened and all relationships are enhanced.
2. To create a system of rewards and sanctions which:
 - Are clearly understood by all the school community
 - Encourage the notion of fairness and 'logical consequences' of actions
 - Encourage children to take responsibility for their own behaviour
 - Foster a consistency of approach and expectation across the school
3. To keep procedures and practice under constant review so that our approach to behaviour management is always improving in quality.
4. To ensure that our behaviour policy is based upon our Code of Conduct. Ensuring also that it links with our RE and PHSE and the hidden curriculum in order to provide a coherent and consistent school ethos.

This policy, in addition to the school Code of Conduct (Golden Rules), will help the school to achieve these aims. The policies form part of the school prospectus and are circulated to parents for information whenever an amendment has taken place. It is the responsibility of the headteacher to oversee the policies as a whole.

Team Point System

Good, caring behaviour is recognised and encouraged throughout the school and there is positive reinforcement for good behaviour, including the awarding of team points. The team point system runs for each academic year. The points are rewarded for following the school's agreed Code of Conduct. This Code is reinforced throughout the year in both the individual classes and through assemblies. It is the responsibility of each individual teacher to oversee and monitor the team points obtained by the children in their respective classes. Team Points may also be awarded for other achievements by pupils and team points totals are celebrated on Fridays in Celebration Assembly.

FS/KS1

When starting the new school year, the children will be introduced to the Butterfly Project where children are initially 'overloaded' with stickers rewarding good behaviour. When the chart is full they choose a prize and start a new chart. The number of stickers awarded are gradually reduced as the children begin to behave well.

Who Can Award Team points?

All teachers and non-teaching staff including midday supervisors can award team points. Smiley cards are available to hand out at playtimes for children to take back to class to register their team point. Team points are available on display to the children within each classroom. A certificate is awarded when 50 team points are gained. The certificates awarded are graded bronze, silver and gold and platinum. These certificates are then celebrated and given out each week during the whole school assemblies.

Other ideas by class teachers are used to promote, encourage and reward good work, behaviour and positive relationships.

Rewards' Framework

Examples of when team points may be awarded include:

- Positive attitudes and behaviour
- Being polite and helpful
- Having respect for school property and the property of others
- Doing homework and schoolwork to the best of the child's ability
- Being kind to others and including them in games
- Doing what teachers, staff and helpers ask them to do e.g. working hard, completing tasks as required

Class Reward System

Lego Tower

- Whenever the whole class displays particular behaviour, a piece of Lego is added to the tower or some other method of recording achievement
- At the beginning of term, classes decide on an appropriate reward with their teacher for achieving 25 blocks and 50 blocks etc. they may decide to take the reward or bank it for a greater reward later
- Blocks cannot be taken away.

Sanctions' Framework

When behaviour does not follow the school Code of Conduct then a systematic, consistent, fair and whole-school approach is designed to eliminate confrontation and to promote an atmosphere of 'logical consequences'.

In the event of inappropriate behaviour the staff will apply the following sanctions:

STAGE 1

- A verbal warning always comes first 'This is your first warning'

STAGE 2

- If necessary, this will be followed by a final warning - 'This is a final warning';

STAGE 3

- If behaviour has not been modified, the child will then be asked to sit in a quiet area of the room for 5 minutes to reflect on their behaviour and then return to their work;

STAGE 4

- If the inappropriate behaviour then continues the pupil will be asked to go to another class in school, for a timed period, according to their age. They will remain there for 15 minutes (KS1) or 30 minutes (KS2) and work will be sent with them to complete.
- An adult will accompany them if movement between buildings occurs to ensure they get there. The teacher will send them back at the end of their time.
- A note of this will be made in a Behaviour Record Book. Three entries in this book will lead to a meeting with the parents of the child. Repeated meetings will mean that the pupil will need to be entered onto the SEN register for Behavioural problems. (see below);

STAGE 5

- Having reached **Stage 4** the child is then expected to be on their BEST BEHAVIOUR for the rest of the day. Any further unacceptable behaviour goes straight to **Stage 4** and NOT start on Stage 1 again.
- The child is sent to the headteacher for the remainder of the session with work to complete.
- The headteacher will contact the parent at the earliest convenient time
The child will remain 'on Report' for the rest of the week. Any further unacceptable behaviour will move straight to Stage 6;

STAGE 6

- The child will already be 'On Report' and will receive an 'in-school exclusion of half a day. This will happen with the headteacher. Adequate activities should be provided to keep the child occupied for the session. This will be logged in the Behaviour Book.
- Play and lunchbreak will not be spent with the other children. - this will be supervised by the headteacher or the Inclusion Leader if the headteacher is unavailable.
- If the child continues to misbehave after the exclusion, then a full-day internal exclusion will be given and the child will automatically be referred to the SENCo where an Individual Behaviour Plan will be put in place to support the child.
- Parents of the child will be asked to meet with the headteacher again.

Children on the SEN register for behaviour will have their own specific targets with regard to behaviour included on their Individual Behaviour Plan with related sanctions and rewards;

Fixed Term and Permanent Exclusions

- Where continuous disruptive behaviour affects the education of other pupils, the ethos of the school or threatens the safety of individuals, the head teacher has the power to exclude the pupil in question from school.
In such circumstances the school will follow the LA guidance
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13582>.

Inappropriate behaviour at playtimes will follow a similar initial procedure which will result in children staying at the side of an adult on duty or, if an incident is more serious or needs to be dealt with in a quieter area, may result in the child being sent inside where another adult will deal with the incident.

Foundation Stage - Sanctions

STAGE 1

Child is given two verbal warnings

STAGE 2

Child is given time out in a specified place in the classroom with a 3.4 or 5 minute sand timer to sit until the sand has run out.

STAGE 3

Time is spent with an adult to discuss the incident/behaviour and to remind the child about shared values.

STAGE 4

The child is sent to the headteacher.

Traffic Lights

A traffic light display or similar will be in each classroom with all children beginning on green. Any reports of misbehaviour at breaktime (for Classes 2 + 3) or in class (Class 1) will lead to children being moved down a colour. Anyone reaching red will miss a playtime and a team point will be deducted from that child's team's weekly total.

Unacceptable Behaviour

Although it is difficult to draw up a definitive list of examples of unacceptable behaviour, this list gives an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour.

High Level

These behaviours may automatically move a child to STAGE 6

Swearing

Violent and aggressive behaviour

Bullying (refer to Bullying Policy)

Damage to school property

Stealing

Racism

Homophobia

Sexism

Blatant refusal

Low Level

Children should be aware that low level inappropriate behaviours are not tolerated at Hunton &

Arrathorne CP School. The following are examples of behaviour which may result in sanctions

Calling out in class

Talking over the teacher

Throwing objects in the classroom

Name calling

Not completing appropriate amount of work on time

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. Staff are trained in dealing with challenging behaviour. However, a child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCo, parents/carers, adults working with the child and the child.

Appendix 1

Code of Conduct - School Expectations (Classes 2 + 3)

- Golden Rules - class1

See also:

Restrictive Physical Intervention Policy

Classroom Expectations

Co-operate with others	<i>❖ Follow instructions and directions, work safely</i>
	<i>❖ Listen to others and don't call out</i>
	<i>❖ Be positive in class, pair or group activities</i>
Respect others	<i>❖ Speak politely to others and think about their feelings - no swearing, name-calling, put-downs etc</i>
	<i>❖ Keep your hands, feet and objects to yourself</i>
	<i>❖ Treat school equipment and the property of others with respect</i>
Be prepared for learning	<i>❖ Arrive at lessons on time and ready to learn</i>
	<i>❖ Make sure you have the necessary equipment - reading books, homework diaries, glasses etc</i>
	<i>❖ Complete tasks set in class and as homework</i>

Your behaviour is your choice.

Always get help from an adult if you have a problem.



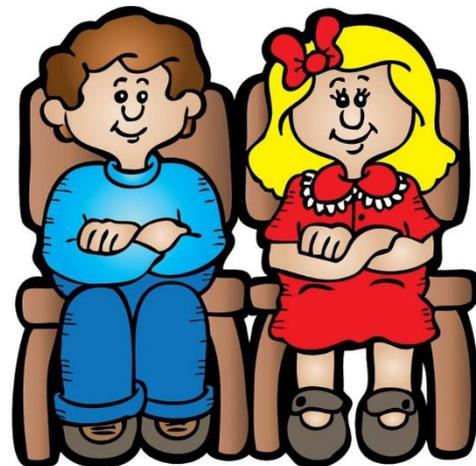
We have good manners.



We sort out our problems.



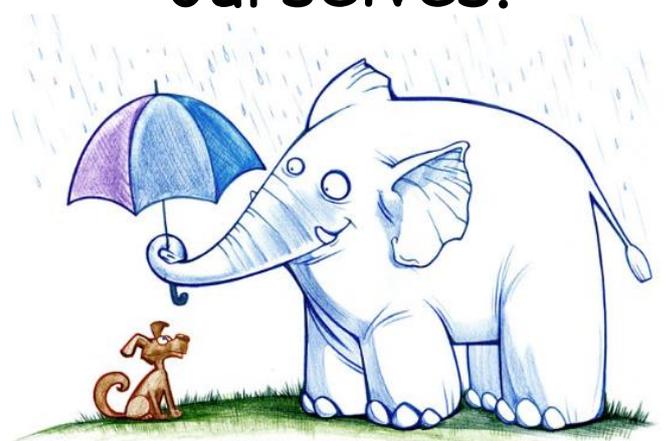
There is always room for one more!



We keep our hands and feet to ourselves.



We talk to adults when we are worried.



We are kind to everyone.