

# HADE EDGE JUNIOR, INFANT & NURSERY SCHOOL



## BEHAVIOUR POLICY

2020 / 2021

## **AIMS OF THE SCHOOL**

At Hade Edge we aim to create a secure and friendly environment where care and respect exists between all members of the school community. The management of pupil behaviour is a staff, parent and pupil concern. Its success is based upon the recognition of the dignity and worth of all individuals and we see our work as contributing to the total picture of the development of the child into an adult individual, respectful of age, gender, race or creed. We will:

- create a positive environment within our school and classrooms so that staff and pupils can work together in harmony
- create a caring environment where the rights and responsibilities of the individual are recognised and respected
- establish a set of rules, agreed by staff and pupils, that protect the rights of individuals
- establish a clear set of consequences for individuals who do not accept their responsibilities and break the rules, so that they are encouraged to recognise and respect the rights of others
- establish procedures so that conflicts can be solved in a positive, non-violent manner.

## **RIGHTS AND RESPONSIBILITIES**

### Rights

Staff have the right to:

- respect, courtesy and honesty
- work in a safe, secure and clean environment
- teach in a purposeful and non-disruptive environment
- cooperation and support from parents and other staff

Pupils have a right to:

- learn in a purposeful and supportive environment
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy and honesty

Parents have a right to:

- be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare
- be informed of their child's progress
- access for their child to a meaningful and adequate education
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

### Responsibilities

Staff have the responsibility to:

- model respectful, courteous and honest behaviour
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationships with pupils
- ensure good organisation and planning
- report pupil progress to parents
- consistently implement school policy

Pupils have the responsibility to:

- ensure that their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept neat, tidy and secure
- ensure that they are punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well being of others.

Parents have the responsibility to:

- ensure that their child attends school and arrives at the correct time
- ensure that their child is provided with appropriate materials to make effective use of the learning environment
- support the school in providing a meaningful and appropriate education for their children
- support the school in the implementation of the Behaviour Policy.

## CODE OF CONDUCT

The school community has agreed that pupils must:

- observe the Golden rules that have been agreed by everyone
- follow instructions from the staff (teachers and support staff)
- be aware that bullying of any kind is **unacceptable**
- not use unacceptable and inappropriate language
- only play non-violent games
- help to keep the school in a neat and tidy condition
- take care of their own property, the property of others and that of school
- walk in school at all times and play only in the designated outdoor areas
- consider the safety of others whilst playing in the designated areas, not throw sticks, stones or other objects to cause harm
- take care when playing near the planted areas so as not to damage the trees, shrubs and wildlife
- retrieve sports equipment from outside the school grounds only under the supervision of the duty staff
- only enter or remain in a classroom during non-teaching time, when given permission.

## **BEST PRACTICE FOR BEST BEHAVIOUR**

We agree that at Hade Edge we should establish and maintain high quality positive relationships between staff and pupils and parents.

Staff need:

- to have clear statements of whole school and classroom rules and the consequences
- to set consistent and achievable standards
- to promote a positive working environment, giving, where possible, consideration to seating and classroom arrangements
- to be aware of and implement different teaching and learning styles
- to use positive reinforcement for appropriate behaviour
  - positive incentives need to be earned before they are given
  - verbal encouragement should be the most used incentive
  - a variety of positive incentives may be used-eg, stickers, display work,
  - desired behaviour needs to be rewarded
  - every child needs to be given the opportunity to earn and receive acknowledgement for their work, awarding house points for working/trying hard to succeed/improve.
  - to be alert to any disruption and be prepared to use the behaviour management plan to consistently handle inappropriate behaviour.
- reinforce all aspects of positive behaviour and Golden rules during ‘Circle time’ PSHE and themes for Assemblies. House points will be collected weekly and the winning house and child who has earned the most house points during the week, will be acknowledged in Friday assemblies.

Our Golden rules have been discussed and agreed by all the pupils in our school. We expect everyone to follow our 6 R’s :

- To do the Right thing
- At the Right time
- In the Right place
- To Respect yourself
- To Respect others
- To Respect property

Good behaviour and positive improvement will be recognised by personal encouragement and praise awarded in appropriate ways:-

- individually with the pupil
- with the whole class sharing an example
- with the Head Teacher
- in Assembly with the whole school (Good work assembly / Golden assembly)
- Electronically through use of Dojo and School blog.
- House points can be earned, for example- good/improving work, attitudes to work, politeness, general behaviour around school, being helpful, achieving targets.

- appropriate and mature behaviour, especially in Year 6, will be rewarded by delegating responsibilities, eg role of librarian, projector monitors, play leaders etc.

House points are collected weekly and pupils in the House gaining the most points will receive a special reward at the end of each half term. This promotes individual rewards and team rewards.

## **PROCEDURES FOR BEHAVIOUR MANAGEMENT**

Hade Edge School firmly supports the right of both staff and pupils to work and learn without being impeded by other people's negative behaviour. When pupils choose not to conduct themselves according to the accepted school rules, then staff will adopt a consistent sequential approach when dealing with negative behaviour. Consequences for poor behaviour are displayed in the classrooms as a reminder for all pupils.

Our behaviour policy is based around a traffic light approach (KS1-KS2) which gives pupils chances to improve negative behaviours and reflection time with an adult (behaviour support worker) The pupils recognise which behaviours will result in them moving to a specific colour on the traffic lights and the sanctions of these. We also use a strong ethos of restorative practice throughout school whereby children are supported to consider how positive and negative behaviours affect people around them. This approach also enables them to make amends for any poor choices.

**Step 1. Proximity praise award-**Where a pupil is not following the rules, praise at least one other pupil who is in close proximity for behaving appropriately; give praise to the misbehaving pupil upon following instructions: prompt or redirect the student to return to the appropriate behaviour; check that the pupil can cope with the activity.

**Step 2. Warning. – If the behaviour continues the pupil will be placed on green.**  
Refer to the class rules on display. (previously agreed by the whole class at the beginning of the new school year)

**Step 3. Green** –A verbal reprimand will be given and the child's photograph will be moved to the green section on the traffic lights. If the issue persists, then the child will move up to amber and again to red.

**Step 4. Amber-** The child will be given a behaviour sheet to complete straight away. They will use the sheet to identify the negative behaviour and reflect on how they should have behaved.

**Step 5. RED.-** The child misses their next playtime and spends the time with a senior member of staff. They will complete a behaviour sheet and discuss their behaviour with the adult. The Headteacher will send a letter home to parents informing them that their child has been placed on red that day.

**Step 6. Second Red-**If, following the implementation of the previous steps, the child goes to red again within a ten day period the head teacher may invite parents into school to

discuss the child's behaviour and agree a joint working arrangement between home and school. It may be necessary at this point to impose other behavioural sanctions upon the pupil as agreed by school and parents.

(Some children may have an adapted behaviour strategy in place if our whole school approach does not meet their specific behaviours. These approaches are shared with parents and are tailored specifically to each individual case.)

**Step 7. Exclusion-** (for severe incidents such as acts of violence/verbal abuse) – may be seen as the only measure left to school. A serious, unprovoked act of violence will automatically result in at least a half day exclusion. The judgement as to the seriousness of the event is at the Head's discretion. Only the Head Teacher can take this action, strictly following the Kirklees Policy. At this point the appropriate outside agencies will become involved and give guidance to both school and parents.

In our Early Years Classroom, the children follow a visual behaviour approach. Positive behaviour is rewarded by moving on to the rainbow, sunshine, golden star and finally shooting star. In line with the Key Stage 1 and 2 behaviour policy, negative behaviour will be approached by following step 1 and 2 but the child will be put on a cloud, rather than green on the traffic light. Children may move off the cloud if their behaviour is considered to be no longer inappropriate. If a child's behaviour does not improve once placed on the cloud, the child will be placed on the reflection spot (3 minutes). Staff communicate with parents at the end of the day where their child has reached on the behaviour chart (via Dojo) but only positive outcomes. If a child is continuously being placed on the cloud then the class teacher will contact the parent / carer to discuss.

## **ISSUES IN THE PLAYGROUND**

Two or three members of staff are on duty during the morning and lunchtime breaks and are responsible for the safety and acceptable behaviour of our pupils. The staff on duty will decide whether conditions are suitable for the pupils to go outside, either in the playground or the field, never both at once. Playground games, equipment and balls are available for use at playtimes. If the pupils have to stay indoors due to bad weather conditions, quiet table activities are available for play in the classroom. Year 6 pupils maybe asked to support the activities of the younger pupils. In the event of pupils breaking rules, the members of staff will follow our use of traffic light sanctions.

The Head Teacher should be aware of any persistent problems and these will be recorded. Some incidents can be dealt with the individuals, in groups, with the class or if appropriate, the whole school.

**Parents are encouraged to voice any worries they may have concerning their child's behaviour or the behaviour of other pupils towards their child.**

## **BULLYING-PREVENTION PROCEDURES**

Hade Edge School has a very good caring ethos. We wish to provide a safe environment for all pupils.

This school believes that the working environment for the students and staff should be safe and free from violence, harassment and bullying of any kind.

Our safe working environment is outlined in our statements of an individual's rights. Bullying, violence, swearing and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying, violence, aggressive language and harassment are a wilful conscious desire to hurt, threaten or frighten.

Bullying can take many forms but three main types are:-

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, racist remarks
- indirect – spreading nasty stories about someone, excluding someone from social groups.

Hade Edge School will not tolerate such behaviours in any circumstances and has a robust anti-bullying policy in place. (Please see Anti-Bullying Policy)

## **EQUAL OPPORTUNITIES**

The guidelines set out in this policy apply to all our pupils. Pupils with specific identified disabilities with regard to behaviour will have additional guidelines appropriate to their needs. Every child has an equal opportunity to achieve and be awarded House points and tokens.

## The Traffic Light System

The 6 R's

Do the

At the

In the

Right thing,  
Right time,  
Right place,  
Respect yourself,  
Respect others,  
Respect property.



First incident	Verbal warning is given to the child. (name can be moved below the green light)	
Second incident	Move to green	
Third incident	Move to amber	Pupil fills in an incident form and misses one playtime.
Fourth incident	Move to red	Formal letter sent from Headteacher to the parent. Child fills in the incident form and misses 2 successive playtimes.
Fifth incident	Another red in a ten day period	The Headteacher meets with the parent and the child may be put on a contract. Both parent and child signs the form. If the child repeats in the ten day period, parents and school will work together to address the issue.

When a child misses a playtime they go to see Mr Kilner or Mrs Koltuk if Mr K is out of school. The pupil completes a behaviour record sheet that outlines the behaviour and how they can change that behaviour. (reflection activity) The adult uses this time to discuss their behaviour with them and affirm our behaviour policy.  
The record sheet is then kept on file (only with head teacher) so that the school can refer back to it at any point either with the child or with the parent.