



Hawkinge Primary School Behaviour Policy

This policy should be read alongside the following policies:

Disability Discrimination Act, Whistle blowing, Anti bullying, Health and Safety, Managing allegations, Child Protection, On line safety, Safe working practices, behaviour and site security policy and with reference to our school vision statement:

At Hawkinge Primary School, we encourage the whole child to reach his or her full potential and acquire the necessary knowledge, skills and values for life.

Values that underpin our school ethos are:

Trust
Teamwork
Friendliness
Understanding
Equality - for all
Tolerance – of others
Patience – with others
Caring – for others and objects
Honesty –to ourselves and others
Diversity – of thought and culture
Respect – for each other and ourselves
Autonomy – individuality, being our own person
Co-operation – with others to enable us all to succeed
Personal responsibility – for our own actions and learning

We believe that

- All pupils, including those with emotional and behavioural difficulties, have the same right to be educated at Hawkinge Primary School
- A positive approach (rather than a negative reaction) has a positive impact on behaviour
- We aim to provide positive experiences for all members of the school community (pupils, parents/ carers, staff and visitors)
- We recognise that many factors can influence behaviour,

We expect everyone to follow our School rules for behaviour

1. Be safe
2. Learn well

These rules are displayed around the school where adults and children can see them.

All staff are responsible, at all times, for maintaining standards of behaviour in relation to all children. This will be achieved firstly by example.

Children should be treated with respect at all times. Positive interaction with children will encourage a positive response. Staff are expected to avoid shouting at children, using sarcasm or making negative comments.

All staff are expected, when appropriate, to intervene whenever they see the need for reminder, reprimand or the use of the school's strategies for behaviour management, in order to keep consistency throughout the school.

Classroom practice and behaviour management.

All staff should have high expectations of all children. In all cases, a high standard of behaviour and organisation should be evident, providing an atmosphere conducive to learning.

In the EYFS house points are used to reward good work, good behaviour etc. A token is received for every 10 house points earned. The children pin their tokens to the display board in a central area. Jenny Mosley's yellow sun and grey cloud are used in the classroom. The children make a large, yellow sun with a smiley face. The rays of the sun are clothes pegs each with a child's name on. If a child breaks a rule he/she is initially given a verbal warning. If he/she fails to respond, their peg is removed from the yellow sun and placed on a large picture, which is half sun and half cloud. This stage offers the child a choice – to heed the warning and be reinstated on the yellow sun, or to be removed to a large picture of a sad cloud. Records and reasons will be kept of children whose pegs persistently need to move to the sad cloud.

Children who are exceptionally well behaved will have their good behaviour recognised by having their peg placed on a glistening silver moon.

Years 1-6

A copy of the Schools Rules should be on display in each classroom.

In each classroom on display there should be:

- The school rules
- A chart on which to record the loss of Golden time which should be displayed prominently
- A chart of golden time activities that will be available that week for pupils to sign up to
- A file that has a list of all pupils and the amount of golden time that they have had each week over the half term (this is managed by the TA)

The class teacher in class, through the use of positive and verbal praise, house points, stickers etc will deal with general classroom behaviour.

If a child presents a behaviour that distracts others from learning the sanction a warning should be given and if this persists a minute of golden time will be taken from the child. If a member of staff takes away a minute of golden time from a pupil in a corridor/ assembly/ playground he/she must record this on the golden time chart in the child's classroom the same day

Sending pupils to a partner class / the DH/ HT or giving them time out are all part of the schools behaviour policy, and below sets out the agreement of how and when to use these strategies:

Time out

Time out is not a consequence of poor behaviour it is what many pupils need to be able to 'cope' / turn behaviour around. Time out in the classroom / just outside the classroom is something that should be managed by the class teacher from Y6 – Year R

Partner class

Use 'Partner class' for persistent low level annoying behaviour – this is used by class teachers (or TAs when taking the class) Children should be sent with work to do / something to do – children should be sent to a partner class for the following duration: 1 minute per year of age so that the children sent for time out are not forgotten! Round it up – Reception 5 minutes, Y12 6 minutes, Y34 8 minutes, Y56 10 minutes. Partner classes are identified at the start of each school year.

Deputy Head & Head Teacher

Behaviour that would result in a child sent to the HT / DHT are as follows:

- Fighting
- Swearing in a confrontational way

- Personal abuse
- Continuing to be disruptive in a partner class –and time out / partner class have already been used
- Exceptional circumstances as pre – arranged between the CT and DH
- Racism
- Persistent Physical violence / emotional abuse
- Bullying – including homophobic and transgender bullying (see Anti bullying policy)

Children who leave the classroom without permission

Do not chase them - Give them a minute to 'fly' and then ask your TA to see if they can SEE them to ensure they are safe. Watch them from a distance – do not make it into a game! Give them 5 mins and TA should ask the child to return to class – do not argue. If they do not return contact AW / POB.

No teacher should physically remove a child from the classroom. If an incident occurs the other children should be exited from the classroom and a member of SLT sent for to manage the behaviour of the child left behind.

Lunchtime behaviour

Dinner supervisors will not take away minutes of Golden Time from pupils. Dinner supervisors will award 'good behaviour stickers' to for positive re-enforcement. Any incidents of physical violence will be referred to the Head / Deputy Head Teacher **immediately**, any incidents of unacceptable behaviour will be referred to Head teacher / Deputy Head **immediately**.

Golden time

- Golden time takes place in each classroom from Y1-Y6 weekly.
- This session is led by the class TA who is supported by his / her colleague.
- Golden time activities **MUST** be selected and signed up for by the pupil a week in advance.
- The Golden time activities must be varied (approx. 5/6 different ones a week) and should be organised so as to cater for a wide range of needs.
- Each TA has a budget for Golden Time activities each term.
- Golden time must last for strictly 30minutes.

Consequences of losing Golden time

- Golden time can only be taken away in 1 minute intervals, and never from a whole class.
- If a pupil misses 10 minutes of his/ her golden time in a week, they should be sent by their class teacher to ANT in KS1 / Becky in KS2 (on a Thursday at 12:15pm). During this time she will discuss the pupils behaviour with them and set a target for them to meet for the following week (for example: to lose no more than 6 minutes Golden Time next week) This target will be recorded and kept in the 'Golden Time folder' as evidence.
- **The second time** the child misses 10 minutes of Golden Time in a half term they will be sent to the Deputy head on Monday lunchtime at 12:15pm.
- **The third time** the child misses 10 minutes of Golden Time in a half term they will be sent to the Head teacher. At this stage the HT will either contact parents / discuss next steps if this has not already been done.

For repeated patterns of behaviour, the classroom teacher should consult with the SENCO/ Head to draw up an individual programme.

The Use of Homophobic Language

At Hawkinge Primary School offensive language of any sort is not accepted. The use of the term Gay in a derogative way will not be accepted. Any incidents witnessed must be reported to the HT / DHT immediately

Reasonable Force

At Hawkinge Primary School the use of 'Reasonable Force' will ALWAYS be as a last resort, but there are 2 main categories where Reasonable Force may be appropriate, or necessary, to control or restrain an child. (As stated in KCC guidelines)

1. Where action is necessary in self defence or because there is an imminent risk of injury, for example:
 - A pupil attacks a member of staff, another pupil, or is self harming
 - Pupils are fighting

2. Where there is an assessment of risk of injury, or significant damage to property for example
 - A pupil engaged in, or is on the verge of committing deliberate damage to property
 - A pupil is causing, or at risk of causing injury or damage by accident by rough play, out of control behaviour or the misuse of objects
 - A pupil running in a corridor / stair well in a way, in which he/ she might cause injury to him/herself or others.
 - A pupil tries to leave the school without permission and such an action is judged to put them at risk within the community

During the course of any physical intervention use of voice is likely to be the best tool available to staff in seeking to de escalate the situation. Holds and restraints should be chosen with this in mind, and staff should attempt to communicate with the child at all times.

Any physical restraint must be recorded and passed on to the HT or in her absence DH

' A teachers response has crucial consequences...it creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or to take revenge...teachers have the power to affect a child's life for better or worse. A child becomes what he/she experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children'
(Haim Ginott)

Policy reviewed September 2018. See equities screening 20182019

Review date September 2019