



**'For Every Child to REACH their potential
and live life in all its fullness.'**

Name of Policy: *Pupil Behaviour and Conduct*

Date Renewed: September 2020

Renew Date: September 2021

Intent:

Hindsford CE Primary School expects ALL pupils to display high standards of behaviour at all times. In doing so, we believe that the school environment will be more conducive to high quality learning and will have an ethos of respect and community. The following rules which have been produced by staff and pupils together, are applied by all pupils and adults to all aspects of school life:

- We show respect at all times for others and their thoughts, feelings and ideas
- We show self-control in order to look after each other and our environment
- We are kind and positive with one another
- We show our best behaviour always, everywhere
- We keep each other safe and happy

VALUES:

At Hindsford CE Primary, pupils and adults adhere to a set of core values. These are the values which our whole school community endeavour to refer to in everyday exchanges. Each class has been assigned a value which they will be responsible for promoting in and around school and identifying in others. These are:



Reception

Year 1

Year 2



Year 3

Year 4

Year 5

Year 6

Children will be praised and rewarded for showing these values in their behaviour throughout the school day and rewarded with stickers.

In writing this policy, it is acknowledged that reasonable adjustments will be made for pupils with Special Educational Needs.

REWARDS, INTERVENTIONS AND SANCTIONS:

REWARDS

Hindsford CE Primary School believes in positive reinforcement as its primary behaviour management strategy. The main rewards used at this school are:

Class Dojo Points (Individual Reward)

- Class Dojo is a web-based merits system – www.classdojo.com. Every child will receive a username and password for their own Dojo character which will be assigned to their year group. Parents and carers will be invited to register their own email details with their child's login in order that they can see the rewards their child receives in school. Class Dojo points will be awarded at the class teacher's discretion for many forms of good and outstanding behaviour, including:
 - Outstanding classwork/homework
 - Paying attention in class/giving good answers
 - Exceptional effort
 - Special Stripy book and Silver Book entries
 - Excellent teamwork
 - Displaying exemplary behaviour e.g. sitting quietly at the start of a lesson
 - Modelling good manners.
- The number of Class Dojo points awarded will be at the class teacher's discretion.
- Pupils and parents have access to their online profiles in order to see how/why/when Class Dojo points have been awarded.
- There are varying levels of dojo awards: Bronze (250 dojos), Silver (500 dojos) Gold (1000 dojos) and Platinum (2000 Dojos). Each time a child achieves one of these milestones, they will receive a certificate and prize selection.

House Points (Team Rewards):

All children will be assigned to one of the school houses: Unicorn, Kraken, Minotaur, Pegasus, Phoenix, Dragon or Griffin. House points can be awarded at the discretion of school staff to reward any positive behaviour or excellent work. House points will be rewarded on the Class Dojo System. Every 2 weeks, house points will be counted and the winning house will be awarded the House Cup. At the end of each term, the house with the highest number of points will be awarded a special reward session.

Silver Book:

Children will be placed in the Silver Book if they receive full marks in their spelling tests or Big Maths Beat That tests (or equivalent)*, and also if they complete a level for their school reading books. They will receive a sticker, a note in their planner, and an extra Dojo.

*Award of the Silver Book for BMBT is worked out on an individual class basis by class teachers.

Special Stripy Book:

Children may be placed in the Special Stripy Book at any time if they complete an outstanding piece of work in class (for any subject). They will receive a sticker, a note in their planner, and an extra Dojo.

Postcards:

Postcards will be sent home to inform parents of exceptional or outstanding behaviour and/or performance in school.

Stickers:

Stickers will be given out throughout the day by adults to reward children when appropriate.

Wow Board:

Children may be placed on the Wow Board at anytime for outstanding behaviour in the classroom. A child will receive a Wow Dojo (5 Dojo Points) for each Wow Board entry.

INTERVENTIONS

The following interventions are provided by the school to support social, emotional & behavioural issues:

Lego Therapy

Lego Therapy groups focus on building peer interaction and social skills. These are skills that may be difficult for some children and these groups are designed to support the development of these skills. The groups can be a place to practice a variety of skills including Turn Taking, Eye Contact, Sharing, Waiting, Problem solving, Listening , Giving/following instructions, Checking on Understanding, Peer interaction/working as a team, Asking for help/asking questions and Developing verbal and non-verbal language.

Friendship & Social Skills Group

This intervention is for a group of six children and is led by a teaching assistant. It covers emotions, relaxation, calming down techniques and learning objectives around friendship and social skills. The sessions aim to teach a variety of skills such as co-operation, team-work, taking turns, communication skills, friendship, self-esteem and confidence. The coming together of a group fosters a sense of belonging and therefore raises self-esteem.

Guardian Angel

The Guardian Angel system is a 1:1 weekly coaching session which intends to help to maintain a young person's motivation to learn. It can help them to overcome any issues affecting their learning, either related to home issues or in school. The relationship and the communications/activities involved will vary depending on the needs of the learner.

Breakfast Club

Breakfast club provides a healthy meal at the start of the day in a safe and friendly environment. It also provides a great opportunity for children to play, learn and socialise with their peers. Attendance and punctuality is an important target in school and that is maintained in breakfast club too. It's the perfect place to start the day so children get all the energy they need for the day ahead.

Sensory Play Therapy

Sensory Play Therapy is provided by Sensoriel. It is an intense 1:1 or group activity that encourages communication, relaxation and interaction through using specialist equipment. Sensory Play Therapy supports children who are dealing with social and emotional issues such as stress, anxiety and behaviour problems. Each session suits the needs and specific outcomes of the children.

Nurture Group

Nurture group addresses the social, emotional and learning needs of individual pupils by providing the necessary help to remove the barriers to learning. There is great emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting and warm environment that helps pupils develop positive relationships with both teachers and peers.

Sensory Room – The Ark

The Ark is a quiet space dedicated to stimulating, developing and relaxing the senses. It provides a safe and supportive space to escape the noise of a busy classroom and manages children's emotions in an effective, gentle way. The Ark can be used as a relaxing zone or to develop skillsets and it can reduce the risk of crisis situations occurring.

Sensory Toys

Sensory toys can help manage anxiety, improve attention/ability to focus, or even help children calm down when dealing with a surge of emotions such as extreme anger or frustration.

Counselling – Wigan Family Welfare

The school counselling project offers a generic counselling service, working with children experiencing social, emotional or behavioural problems. It provides a supportive relationship to children in a safe environment where a child can improve social skills, self-awareness and learning capacity. Counselling can enhance the overall emotional health and mental wellbeing of the child.

1:1 Support with School Pastoral Manager

The pastoral manager can provide 1:1 support and guidance to children experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. The support can help pupils overcome problems that are affecting their learning.

Reward Chart

A reward chart utilises positive reinforcement to maximum effect. It involves visually tracking the actions of children over a period of time, with incentives for positive behaviour.

SANCTIONS

Good discipline is essential for children to learn. In order to maintain a safe and effective working environment, we offer a 'blue' and 'red' book system. It is hoped, at any stage, that prior warnings will be enough to allow children to adjust their behaviour such that they do not require further sanctions and this is done through the use of the 'Whoops Board'.

Whoops Board

The Whoops Board is used to manage low-level behaviour incidents if they occur within lesson time. This could be incidents such as shouting out, not listening to instructions or avoiding work. The Whoops Board follows a set pattern:

- 1) Verbal warning
If negative behaviour persists:
- 2) Name entered on to the Whoops Board (yellow circle)
If negative behaviour persists:
- 3) Name entered on to the Whoops Board (red circle – children will then be asked to spend their next break time with a teaching assistant to discuss reasons for this entry). If this happens more than 3 times in one week, parents/carers will be contacted by the class teacher and informed
If negative behaviour persists:
- 4) Blue book entry. Parents/carers will be informed by telephone and a meeting will take place

Blue Book

The **blue book** is used for children who cause persistent low level disruption in class and have therefore moved along the Whoops Board. In the event of a child reaching the stage of a Blue Book entry, parents/carers will be notified in writing and a meeting will be arranged. The child will spend their next session with a member of the pastoral team, reflecting on their poor choices. Depending upon the number of prior entries, this may initiate further intervention for behaviour support in the form of an Early Help. (see guidance)

Entry into the blue book may on occasion also be used as a short, sharp warning for poor behaviour (e.g. refusal to follow instructions), in class and on the playground, when the offence is serious enough to bypass any prior warnings but not considered to necessitate a red book entry. In such instance the blue book entry will still incur a meeting with the child's parent/carer.

Red Book

The **Red Book** is used as a short, sharp warning for extreme behaviour (e.g. Violence), in class and on the playground, when the offence is serious enough to bypass any prior warnings. In such instance a meeting will take place with the child's parent/carer to discuss a suitable consequence.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Early Help

If a child receives an entry in the red book, the Pastoral Manager will be informed and they will set up a meeting between school, parents and the child. Members of staff to attend the meeting will usually be the Pastoral Manager and the class teacher, although this may vary according to the child and/or the issue that has led to the Early Help process being implemented. The meeting will be set up as soon as possible (ideally the same or next working day as the red book entry) and will be an opportunity to openly discuss a child's behaviour and what can be done to support the individual to make a positive change.

The Early Help meeting will be a formal but private matter, chaired by the Pastoral Manager, during which a range of historical behaviour issues (as documented by the blue book) and their triggers can be discussed in a non-confrontational environment. This is very much an opportunity for the child and parents to share their views with school in terms of what behaviour patterns may be seen at home, or what concerns may be ongoing of which school needs to be aware. At the same time, school will be clear with parents and the child as to what the issues have been and what expectations are moving forward.

At the end of the Early Help meeting a number of behaviour targets (one or more as applicable) will be agreed towards which all parties will work for a period of four weeks (depending on the issues and targets involved).

During the course of the Early Help process, school, parents and child will meet every four to six weeks to check and review progress and make comments in the Early Help document accordingly. In this way the pupil's progress can be monitored closely and it will be clear what the next steps need to be. At all times, all parties (home, school and child) will be open, honest and non-confrontational – the process is one of support and nurture rather than one that is destined to finish with a negative consequence.

This noted, it should be made clear that at the end of the agreed Early Help process, there are a number of potential outcomes:

- 1) The pupil has successfully adapted their behaviour and they can be released from the Early Help process with their privilege intact.
- 2) The pupil has not fully met their behaviour targets and it may be agreed to continue the process until all targets are met.
- 3) The pupil has not met their behaviour targets and shows no significant engagement. This will result in a referral the SLT and/or Headteacher who will then consider a fixed term exclusion depending on the severity or frequency of entries. A referral to an external agency such as Startwell may also be suggested.

Time out/thinking time

If an instance of disruption occurs (e.g. if a child is momentarily angry or upset in class) the class teacher may ask the child to take some time out (a few minutes of reflection) **in the classroom**, before necessarily continuing with sanctions as per the behaviour policy. For younger children this may take the form of a 'Time Out' area or chair where the child will be asked to reflect on their behaviour for a short time before re-joining their classmates with the ongoing activity. For older children this reflection can still be achieved within the normal setting of the classroom. If the child's issue persists beyond a short period of reflection, the class teacher may decide to take appropriate action. This may be through the use of a warning on the Whoops board (i.e. following behaviour policy) or it may be decided that a Blue or Red Book entry may be appropriate (depending on the situation). Another option available to class teachers in this situation is to ask the child to be withdrawn from class for a short period of time (to be defined by the class teacher) with a supervising adult in order that any underlying issues or concerns can be discussed in a more private manner. Please note that such action is only to be undertaken in exceptional circumstances and should the need arise more than a few times over a term then it should trigger an intervention/support for the child through the pastoral team.

Children who persistently fail to complete assigned work

Children who regularly fail to complete the work assigned for them within a lesson may be asked to complete this at home or at break time at the discretion of the class teacher. This would only occur when the work provided was within the capabilities of the child to complete and where the reason for failure to complete is due to negative behaviour.

Working with External Agencies

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

This may take the form of an Early Help meeting.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Exclusions

Any exclusion will be reported in writing to the Chair of Governors and reported to the full governing body via the Head Teacher's report. After any fixed term exclusion, parents and the pupil will be expected to attend a reintegration meeting.

Reasonable Force

All members of school staff have a legal power to use reasonable force. The power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying children on a school organised visit. School can use reasonable force to:

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction
- Prevent a pupil behaving in a way that disrupts a school event or a school visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a disturbance in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

****During the Covid-19 pandemic, staff will wear PPE if reasonable force is required.**

Staff Training

Our staff are provided with training on managing behaviour, including proper use of restraint as part of their continuing professional development.

Any event in which reasonable force has been deemed necessary, will be recorded and logged in writing and parents will be informed.

Updated August 2020

The school's Anti-Bullying Policy is set out in a separate document