

Haslingfield Endowed Primary School

# ***Positive Behaviour Policy (V7)***

This policy is used with reference to Cambridgeshire Policy and Guidance on the Effective Management of Behaviour.

May 2016

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**This Policy was ratified by the Governing Body on .....**

**Signed:.....Chair of Governors**

**Date of next review: .....**

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### **Aims & Principles:**

Our behaviour policy is based on an expectation of good behaviour and relationships within a secure, caring and inclusive environment. We will emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our school community- in keeping with the British Values which extends to our Global values.

While other factors, such as pupils' home backgrounds, affect their behaviour, school-based influences are also very important so we have set out a series of Core Values which underpin our aims and principles. We believe these values will not only promote positive behaviour but will help to develop our pupils into well-rounded people with a desire to be life-long learners.

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour that encapsulates a sense of community through these shared values. The following are the underlying principles, or Core Values, which we wish to nurture throughout our School:

#### **RESPECT & TOLERANCE**

Children and adults at Haslingfield show respect for one another, for themselves and for their environment. Everyone is an individual and that individuality must be seen as an essential and important part of each person. Everyone is treated with tolerance, courtesy and consideration.

#### **PERSISTENCE & DETERMINATION**

Children and adults at Haslingfield persevere in the face of challenges and stay calm in stressful situations. They make contributions, take risks and understand the value of making mistakes. They are resilient to receiving positive criticism.

#### **EMPATHY & KINDNESS**

Children and adults at Haslingfield are able to put themselves in other people's shoes and show concern and care for others, both within and outside of the school. They look after one another and can put others before themselves. Any expectation of others will be reasonable and achievable.

Everyone should be treated with fairness and consistency of approach in all situations.

#### **HONESTY & RESPONSIBILITY**

Children and adults at Haslingfield seek roles of responsibility by demonstrating their honesty, trustworthiness and reliability. They recognize these are instrumental in forming strong relationships and will be necessary values for future occupations. They also recognize that not everyone in society will be honest and therefore trust needs to be earned.

#### **ASPIRATION & EXCELLENCE**

Children and adults at Haslingfield strive for excellence in all they do. They challenge themselves to aim as high as they can and work hard to develop areas that need more attention. Excellence is celebrated and all are encouraged to be rightfully proud. They are accepting that the ideal of perfection and excellence is not always obtainable, no matter how hard they tried.

#### **INDEPENDENCE & CO-OPERATION**

Children and adults at Haslingfield can think for themselves and find creative solutions to problems. They can resist distraction and make good decisions. They have the skills they need to work alone or as part of a group. They take ownership of their learning and know what they need to do to make progress. The positive aspects of a person's personality should be praised and developed.

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### **Achieving our expectations**

Whilst these Core Values will be embedded in everyday practice, the understanding and appreciation of them will be focussed on throughout the year in assemblies, circle times and PSHE sessions- as they interlink with the topics in the Cambridgeshire PSHE Scheme. All staff and pupils are encouraged to work together to promote these values and demonstrate them through their behaviour which should foster an atmosphere to facilitate high quality learning.

Alongside our values, good communication is an essential ingredient of good discipline. It is by parents, staff and the children talking and listening to each other, that we can understand how each feels and the reason for certain behaviour. We will achieve our expectations by making clear to all involved what these expectations are and having a consistent approach, ensuring continuity. We will include all stakeholders in formulating rules to reflect the policy.

### **Rights and responsibilities**

<b>Staff</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>to be supported by peers and managers</li> </ul>	<ul style="list-style-type: none"> <li>to ask for support when needed</li> <li>to offer support to colleagues and managers</li> </ul>
<ul style="list-style-type: none"> <li>to be listened to</li> <li>to share opinions</li> </ul>	<ul style="list-style-type: none"> <li>to listen to others</li> <li>to give opinions in a constructive manner</li> <li>to liaise with parents</li> </ul>
<ul style="list-style-type: none"> <li>to be treated courteously by all others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>to model courteous behaviour</li> <li>to recognise and acknowledge positive behaviour in others</li> </ul>
<ul style="list-style-type: none"> <li>to be made fully aware of the school's systems/policies/expectations</li> </ul>	<ul style="list-style-type: none"> <li>to seek information and use lines of communication, inc. record keeping</li> </ul>
<ul style="list-style-type: none"> <li>to receive appropriate training to increase skills in promoting positive behaviour and regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>to support others in developing their skills in promoting positive behaviour and regular attendance</li> <li>to acknowledge areas of own skills which could be developed</li> <li>to try new approaches</li> <li>to create a learning environment that is stimulating, fully engaging children in the learning process.</li> </ul>

<b>Children</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>to be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>to behave respectfully to others</li> </ul>
<ul style="list-style-type: none"> <li>to be safe</li> </ul>	<ul style="list-style-type: none"> <li>to help keep the school &amp; others safe</li> </ul>
<ul style="list-style-type: none"> <li>to learn</li> </ul>	<ul style="list-style-type: none"> <li>to attend school regularly</li> <li>to be willing to learn</li> <li>to allow others to learn</li> </ul>
<ul style="list-style-type: none"> <li>to make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>to own mistakes to allow others to make mistakes</li> </ul>
<ul style="list-style-type: none"> <li>to be listened to</li> </ul>	<ul style="list-style-type: none"> <li>to give opinions in a constructive manner</li> <li>to listen to others</li> </ul>

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Parents/carers	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>to be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>to behave respectfully to others</li> </ul>
<ul style="list-style-type: none"> <li>to be kept informed about their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>to make sure their child attends school regularly</li> <li>to talk to their child about what he/she does in school</li> <li>to talk to teachers if they have any concerns about their child's learning or wellbeing</li> </ul>
<ul style="list-style-type: none"> <li>to be listened to</li> </ul>	<ul style="list-style-type: none"> <li>to listen to others</li> </ul>
<ul style="list-style-type: none"> <li>to have access to information on the school's approach to behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>to absorb information and share concerns</li> </ul>
<ul style="list-style-type: none"> <li>to have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>to share concerns constructively</li> </ul>

### **Promoting positive behaviour**

#### Whole-school level

- All staff understand and demonstrate the school's core values about behaviour
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies and PSHCE sessions are used to develop the core values alongside social, emotional and behavioural skills
- Positive behaviour in corridors, playgrounds, and the dining room is noted and celebrated
- Parents/carers are aware of and contribute to the school's core values and positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems, underpinning positive behaviour.

#### Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are immersed in the core values language and taught the language of sharing and cooperation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- There are classroom/school rules or a classroom charter, devised through discussion with children, which promote positive social and learning behaviours (Appendix 6)
- Classroom rules or charter are displayed in a way which can be understood by all children (photographs, diagrams, cartoons)
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with inappropriate behaviour



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### **Our Agreed Approach to Rewards and Sanctions**

The objectives of our policy are to encourage positive behaviour therefore it is important for all staff to teach interesting and challenging lessons and model appropriate behaviour at all times. Equally when pupils behave appropriately, this should be noticed and praised.

Here are some examples of positive rewards that can be given to children:

<b>Rewards</b>
<ul style="list-style-type: none"><li>• Verbal praise for following the rules</li><li>• Positive written comments on work</li><li>• House points awarded (Appendix 5)</li><li>• Merit system ( Appendix 5)</li><li>• Mid-day certificates</li><li>• Show work to colleague in same KS (with agreement of colleague)</li><li>• Show work to colleague in different KS (with agreement of colleague)</li><li>• Note to take home</li><li>• Show work to Head teacher</li><li>• Star of the week- achievement certificate, celebrated in whole school assembly</li><li>• Star of the week celebratory afternoon tea with the Head teacher</li><li>• Role of responsibility awarded</li></ul>

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### **Corrective Discipline (Sanctions)**

- There will be clear expectation that pupils are expected to behave at school – any good behaviour will be praised but any inappropriate behaviour will be challenged. It is important for staff to anticipate problems and take steps to reduce the risk of unacceptable behaviour occurring in the first place, in a positive way.
- To ignore bad behaviour completely is to condone it. There are many ways of dealing with low-level poor behaviour, including choosing to disregard, or not draw attention to the behaviour and instead praise a child near them for behaving appropriately. This does not mean the unacceptable behaviour is ignored; instead the expected behaviour is reinforced without triggering further disruption and it is often enough to remind the pupil of what is required.
- Pupils will be expected to consider what they have done, understanding alternative positive ways of responding and amend their behaviour. The school expects pupils to: tell the truth; not walk away; face the adult; not answer back; take turns to speak and apologise for their actions.

**The school uses the following two main approaches to improving behaviour through sanctions:**

#### **1.0 General Approach: 5- Step Intervention**

#### **2.0 Unacceptable Persistent Behaviour: 3- Stage Supplementary Guidance (Refer to Appendix 7)**

#### **1.0 General Approach: 5-Step Intervention (Progression of consequences from Step 1 to Step 5)**

- All staff should use the following approach sequentially; however, the headteacher may decide to intervene at any point in the process eg in exceptional circumstances.
- The safety of children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the Class Teacher will stop an activity and if necessary, prevent the pupil from taking part for the rest of that session. In this event the Headteacher should be informed.
- Class teachers should record events from Step 3C to Step 5 in their class behaviour logs.

#### **Step 1. Non verbal (Refer to Appendix 3)**

**1a** Glance/look expectantly to alert the child that their inappropriate behaviour has been noticed.

**1b** Stand by the child to closely observe them.

#### **Step 2. Rule reminder**

**2a** Tell the child to stop. Give a reason. Point to the rule the children have broken.

**2b** Give a second reminder e.g. you have been told once, the next step will be...

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### **Step 3. Teacher/Staff Corrective sanctions**

If the pupil hasn't taken the opportunity to amend their actions, corrective sanctions will be required and these may include:

#### **A) General Sanctions**

- Name moved to cloud/board
- Move place of work/cooling off time
- Quiet pause to refocus
- Apology letter

#### **B) Time out**

A pupil may be removed from the situation or game, to spend time alone or to calm down in a position visible to the adult, for a period of about 5 minutes or a number of minutes equal to their age. During this time they should be given time to reflect and asked to consider the schools '4W's – time to think' writing frame. After this time, they may be approached again and considered for returning to the class.

#### **C) Sent to another adult (Progression of consequences from i to v):**

**i)** If required a pupil may be escorted by an adult or child with work to another class, preferably within the same Key Stage, for blocks of time e.g. half an hour. The class teacher will send a note and work along with the child, for the receiving teacher.

**ii)** If inappropriate behaviour continues or the severity warrants it, the pupil should be sent to the Key Stage Leader who will discuss the problem with the pupil at the time and the class teacher at a later date. The pupil will complete a '4W's – time to think' writing frame and write an apology letter. If they have work to complete, they will do this with the Key Stage leader until the end of the session. Parents will be notified by their class teacher if their pupil was sent to the Key Stage Leader.

**iii)** If necessary, the Key Stage leader will send the pupil to the Deputy Head, who will notify the headteacher. The class teacher should notify the child's parents unless a senior teacher believes it in the best interest to do so themselves.

**iv)** If inappropriate behaviour is repeated, as defined in appendix 7, the class teacher must follow the stages within the school's Unacceptable Persistent Behaviour: 3- Stage Supplementary Guidance (Refer to Appendix 7)

**v)** Following the unlikely event that a child has exhibited significant inappropriate behaviour the Headteacher, when informed, will decide on a proportionate response including how parents should be notified.

#### **D) Loss of Privilege/Playtime:**

**i)** Playtime with other children may be removed for a predetermined period of time (1 playtime to several days). During this time the pupil **may** be expected to complete the 'Time to Think' sheet which considers their past, present and future actions and this may be shared with parents. A letter of apology might also be appropriate. Pupils who miss further playtimes will be told to complete a piece of work or undertake jobs such as keeping the school environment tidy.

**ii)** During playtime, the members of staff on duty may send children for Time Out or if severe enough send them inside to speak to their class teacher who will then ask them to complete a

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'Time to Think' sheet. If necessary they will refer the situation to the Key Stage Leader also. The Deputy and Headteacher will be notified by the Key Stage Leader if necessary.

iii) If poor behaviour persists, as defined in appendix 7, the teacher must follow the stages within the school's Unacceptable Persistent Behaviour: 3- Stage Supplementary Guidance (Refer to Appendix 7)

### **Step 4. Parental involvement**

**4a** In cases of severe or persistent anti-social behaviour or disruptive attitude towards learning, parents will be informed. A meeting between the class teacher, Key Stage Leader and SENCo might result in the implementation of an Individual Target Card, targeting specific behaviour. The pupil and their parents will also be invited in to discuss these targets.

### **Step 5. Persistent Inappropriate Behaviour**

**5a** Please refer to Appendix 7.

### **Fixed-term and permanent exclusions**

- Only the headteacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an 'Appeals Panel' meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' Appeals Panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

### **Monitoring**

- The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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- The school keeps a variety of records of incidents of misbehaviour including 'Time to Think' sheets.
- When necessary the class teacher records repeated classroom incidents.
- The head teacher records serious incidents reported to him/her on account of bad behaviour.
- The supervisors always report incidents of antisocial behaviour and other problems to the class teacher.
- The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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### **Appendix 1**

<b>Key Stage One: Time to Think</b>	
Name:	
Class:	
Date:	

Please explain or draw what happened...	
What will you do next time?	
Staff member involved	
Key Stage Leader/ Deputy/ Headteacher	
Parent	

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### **Appendix 2**

<b>Key Stage Two: Time to Think</b>	
Name:	
Class:	
Date:	

What happened? Why did I do it?	Who was involved?
What rule did you break?	What will I do to make things better?
Staff member involved	
Key Stage Leader/ Deputy/ Headteacher	
Parent	

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### **Appendix 3**

#### **IDEAS FOR POSITIVE BEHAVIOUR MANAGEMENT**

- the look
- stay calm
- be consistent
- be aware of your own behaviour
- body language
- tone of voice
- posture
- eye contact
- reframing positively
- physical proximity
- use of proximity praise
- invite, model and expect respect
- separating behaviour from the person
- allowing the consequence to do the teaching
- use private rather than public reprimands
- take pupils aside to focus on what they should be doing
- avoid bearing grudges
- re-establish the relationship as soon as possible after correction
- avoid sarcasm or idle threats
- target specific behaviour
- use pupil's name
- use rule reminders
- give a choice
- use broken record technique
- catch them getting it right
- put yourself in their shoes
- use 'I' statements
- give take up time
- use partial agreements
- use humour
- remember certainty rather than severity
- use least to most intrusive intervention
- use related consequences
- focus on primary behaviour
- use positive corrective language
- adopt the no-blame approach

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### **Appendix 4**

Implementing the policy in the playground:

- Midday Supervisors (MDSs) on duty at lunchtime assume full responsibility for all pupils in the knowledge that a member of the Senior management Team is around for support.
- Staff assume full responsibility for all pupils during other playtimes.
- Make a note of positive behaviour for MDS certificates and praise children who are showing Core Values with house points. Inform class teachers of those who deserve a MDS certificate.
- Seek out children who may experience difficulty and talk with them briefly;
- Be aware of potential 'hot-spots' and try to diffuse them before they start;
- Class teachers should tell (verbally or in the communication book) duty teachers or MDSs on duty of any pupils who have had a difficult session prior to playtime so an extra 'eye' can be kept on them;
- Maintain a high profile - be visible - move around a lot. Deal with any problems as they arise;
- To ignore bad behaviour completely is to condone it. There are many ways of dealing with low-level poor behaviour, including choosing to disregard, or not draw attention to the behaviour and instead praise a child near them for behaving appropriately. This does not mean the unacceptable behaviour is ignored; instead the expected behaviour is reinforced without triggering further disruption and it is often enough to remind the pupil of what is required.
- Practise lining up at the bell - notice those who find this difficult so they can be talked with.
- Insist on **walking** in when told to do so
- Anything considered to be significant:-
  - a) report to the class teacher, stating problem and action taken and,
  - b) note the incident in MDS log.
- When on duty, please make sure the following are outside with at least one adult:
  - a) Bands – given to children who need to go inside to the toilet.
  - b) The Communication Book (stored in the staff room) & a pen
  - c) Medical bag
  - d) Ice pack bag
  - e) The bell and a whistle

### Procedures for the end of playtimes

For these to work, we all need to be consistent in the following:

- When the bell is initially rung, the children stop playing, talking and stand still.
- On the second bell, the children will then be expected to walk quietly and calmly to their class line- not in silence.
- When in lines, a whistle will be blown from which the children then need to wait silently\* for their teacher.
- If a child is disruptive during this silent time, then they will be asked to start a new line and their name will be placed in the newest version of the communication book. They will also have 5 minutes taken off their next play.
- Should the same child repeat the same behaviour in the same week, then the time taken off play will be accumulative eg. Child is removed from the silent line twice in one week = ten minutes off the next play. Child will be spoken to by person on duty and name in book again.
- Should a child's name crop up in the communication book three times in one half-term, then they will automatically lose the next morning break. They will discuss their behaviour with the person on duty and the class teacher should be notified.

\*There needs to be some allowance for the youngest in the school.

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### **Appendix 5**

#### **Haslingfield Endowed Primary School Positive Reward System Individual and Collaborative rewards**

Each child will be entered on or receive a merit card. A coloured sticker, signature or stamp will fill these places. To gain merits the children will have to behave or work above and beyond what is expected of that individual child. The class teacher and teaching assistant can award merits and individuals are rewarded further in class for successfully attaining a set number of merits agreed by the class teacher. When a merit is awarded it cannot be taken away. Each teacher can display or manage these cards in a way that best suits the age range.

In celebration assemblies children are awarded certificates for recognition of individual qualities and strengths related to behaviour and work.

Some classes may work collaboratively to earn a whole class reward which will have input from the pupils.

#### **Team rewards**

The school is divided into four Houses/teams and each team consists of children from every year group. Within each House, pupils are paired with an older/younger member. Every other week, they help each other to enjoy stories in a 'Book Buddy' session.

House points can be awarded to individual children by any adult in the school caught behaving in an exemplary manor or beyond what is expected of that individual child. The house scores are collected from each class and compiled together to identify the House/team that has the highest weekly and aggregate score which is celebrated in our Whole School Celebration assembly.

At the end of each term the House leader of the winning house will supervise a special extra playtime during the last 'Buddy session' for the leading house- winning on aggregate.

Sports day will link in with these houses and a shield will be awarded to the most successful House.

#### **Head teacher time**

The Head teacher celebrates the excellence of the children who are awarded a Star of the Week with a brief tea party one afternoon before the end of the day. The Head teacher also sets aside time for the children who have excelled themselves during the week to show their work and be rewarded with praise and a sticker. Their work might be presented on the display board outside the head teacher's office.

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### **Appendix 6**

At Haslingfield School we follow the following Golden Core Rules:

<p style="text-align: center;"><b>KS1</b></p> <p style="text-align: center;"><b>The Core Values – our golden rules</b></p> <ul style="list-style-type: none"><li>• I will treat others the way I want to be treated<ul style="list-style-type: none"><li>• I will always try my best</li><li>• I will keep going even when it is hard</li><li>• I will be kind and thoughtful to others<ul style="list-style-type: none"><li>• I will be honest</li></ul></li></ul></li><li>• I will try to do things on my own and listen to others' when I work with them.</li></ul>
<p style="text-align: center;"><b>KS2</b></p> <p style="text-align: center;"><b>The Core Values – our golden rules</b></p> <ul style="list-style-type: none"><li>• Be respectful &amp; tolerant</li><li>• Be aspirational &amp; excel</li><li>• Be resilient &amp; determined<ul style="list-style-type: none"><li>• Be empathetic &amp; kind</li></ul></li><li>• Be honest &amp; responsible</li><li>• Be independent &amp; co-operate</li></ul>

As a class, the children will create class rules which will link to the Golden Core Rules. These might include:

- Be helpful, smile and look your best.
- Be a fantastic friend.
- Always let someone know if you see or hear bullying.
- Be kind, truthful and respect others.
- Look after our school
- Take time to listen and be polite.
- Follow adults' instructions.

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### **Appendix 7**

#### **Behaviour Management Supplementary Guidance**

This guidance has been produced to complement our school behaviour policy. Whilst we think it is very important to highlight the positive, we believe we must also spell out clearly what behaviour is unacceptable (e.g. purposefully acting in a way that prevents other children learning, creating a safety risk for themselves and others by throwing objects while inside, vandalism, bad language, not following adult instructions)

All incidents will be investigated in a thorough fair way. The child involved will be spoken to in a clear, calm way about her/his action, and a range of strategies will be explored and put in place to help modify unacceptable behaviour (refer to Haslingfield's Positive Behaviour Policy).

Process for Managing Sanctions for Unacceptable Persistent Behaviour

**\*Unacceptable Persistent Behaviour at Haslingfield School is seen as occurring within a term, over more than 2 days and 1 week. Also, a parent or guardian will have been verbally contacted between 3 and 5 times within a period of a term by the child's class teacher and this will be evidenced in the class behaviour logs.**

The following stages should be referred to when:

- the frequency of incidents meets the above criteria;
- the class teacher's behaviour log records events;
- planned behaviour modification strategies have been shared by class teacher with parents and considers SENCO advice.

Stage 1:

- If unacceptable behaviour becomes \*persistent, a senior member of staff will be informed by the child's class teacher.
- A letter will be sent home to parents, from a member of the SMT, informing them that their child is exhibiting persistent unacceptable behaviour (Appendix A).
- A copy of this letter should be handed to the Head teacher before being sent to parents and a copy placed in the child's file.
- The class teacher will create a target card related to the pupil's behaviour and reference advice from the school SENCO.

Stage 2:

- If the persistent unacceptable behaviour persists within a term of the first notification, a senior member of staff will be informed by the child's class teacher.
- A second letter will be sent home to parents (Ref: School Behaviour Policy Appendix A), from a member of the SMT, informing them that further unacceptable persistent behaviour has occurred and that further incidents may result in temporary exclusion.
- Parents should be invited into school to discuss the matter with the member of the SMT and the Head teacher.
- A copy of this letter should be handed to the Head teacher before being sent to parents and a copy placed in the child's file.
- The class teacher will update a behaviour modification plan/IBP and reference advice from the school SENCO.

# Haslingfield Endowed Primary School

## ***Positive Behaviour Policy (V7)***

This policy is used with reference to Cambridgeshire Policy and Guidance on the Effective Management of Behaviour.

### Stage 3:

- If unacceptable behaviour still persists within a term, a letter may be sent home informing parents that the child is to be temporarily excluded from the school.
- The class teacher will update the target card and reference advice from the school SENCo.
- It should be noted that a child who persistently causes a problem at lunch time may be asked to go home for lunch over the lunch time break; children entitled to free school meals would have a meal beforehand or given a packed lunch.

### **Exceptions and Extensions to this Guidance**

Please also refer to the processes within the school's Anti-Bullying Policy, if behaviour matches the documents 'description of bullying'.

#### *Special Behavioural Needs*

- We recognise that we may need to employ further strategies for children who have Special Needs and whose behaviour cannot be improved or modified through our Behaviour Management System.
- We follow procedures for Special Needs for these children; the school SENCO seeking support from outside agencies.
- The child's target card should state support strategies and concessions to the school's Behaviour Management System if appropriate.

### **Extreme Unacceptable Behaviour**

- In cases where the behaviour of a child involves verbal abuse towards an adult, a member of the SMT will contact the child's parents; sanction will be agreed with the Head teacher and the exclusion process will be referred to.
- In the unlikely event that the behaviour of a child involves physical abuse towards an adult, the Head teacher or Deputy Head teacher will contact the child's parents and refer to the school exclusion protocol.
- In cases where the behaviour of a child is deemed by the SMT to be a danger to himself and or that of others, the Head teacher or Deputy will contact the child's parents and the exclusion process will be referred to.