



Houghton Conquest Lower School

## **Behaviour Policy**

### **Statement of Principles**

***From the Governors of Houghton Conquest Lower School***

The Governors at Houghton Conquest Lower School believe that the following principles should guide our Behaviour Policy:

1. Respect and consideration for others and good manners will be central to our policy.
2. All members of the school currently have the right to work and learn in an atmosphere which is conducive to effective learning and the responsibility to ensure that others are able to do so too.
3. Good teaching that is stimulating, challenges and supports pupils provides the best incentive for them to have good attendance and to behave well.
4. Positive behaviour management techniques and the use of rewards will be promoted at all times as this is more effective in promoting good behaviour than the use of sanctions.
5. Rewards and sanctions must be used consistently across the school but should be used responsively to the needs of individual pupils and situations.
6. Every pupil is entitled to support to behave well, differentiated where necessary to meet individual needs.
7. Expectations of pupils' behaviour and of dress should be consistent across the school and understood by all.
8. The school is committed to promoting social and educational inclusion and will strive to eliminate all forms of discrimination, harassment and bullying.
9. The school is committed to strengthening and developing the partnership between the student, their parents or carers and the school to ensure its maximum effectiveness.
10. Each member of the community must be valued as an individual but not to the extent that this impinges on the learning of the majority.

## **Overview**

# Golden Rules

### **Why we have our Golden Rules**

The rules help all staff to explain to pupils how they need to behave in our school. Alongside the golden rules, the school also gives the children Golden Tickets and Golden Certificates. Children earn golden tickets for good behaviour (e.g. helpfulness or politeness) and these are put in a special box in each classroom. At the end of the week the golden tickets are added up and the pupil with the most in the year group/class receives a golden certificate. The golden certificates are given out our celebration assemblies and publicised in the school newsletter which is popular with the children and provides a real incentive to behave well.

### **How staff respond to misbehaviour in our school**

In all areas of school life, classroom, assembly, lunchtimes and playground our consistent approach when dealing with poor behaviour in the classroom will be.

The pupil:

- is gently reminded that their behaviour is breaking the golden rules
- receives a warning and their name is written on the board/list
- receives a yellow card, which means the child has to stay behind for five minutes at playtime/lunchtime (depending on the time of the day) We call it LOPs for short (loss of privilege).
- receives a red card, which means they are sent to the Headteacher's office and a letter is sent home to their parents

The Golden Rules are a simple way to explain which rule they broke and why their behaviour was unacceptable.

### **Team Points**

The school runs a team point system which rewards good teamwork, good contribution to the lesson and good work in class books.

### **Role of Parents**

We emphasise that the rules are non-negotiable and that parents are very much involved in the process from the beginning. Parents will be made aware of their child's misbehaviour so that we can work in partnership. We expect that parents will support the ethos of the school by working with us to ensure that the children respect the Golden Rules. This is something that is signed up to prior to joining the school via the Home school Link agreement.

### **What is unacceptable behaviour at Houghton Conquest Lower School?**

Whilst we aim to always reward positive behaviour we are aware that there will be times when we have to deal with behaviour which is unacceptable, behaviour which goes beyond breaking one of the Golden Rules. The following are behaviours we view as unacceptable:

- Physical violence
- Discrimination of any kind

- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour
- Disregard for the school environment and property
- Rudeness and swearing

## **Philosophy**

At Houghton Conquest Lower School, we value all members of our community and aim to help our pupils to be good citizens of the future. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences.

We understand that although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

## **Aims**

At Houghton Conquest Lower School we aim to:

- Encourage children to own their behaviour
- Encourage children to respect the rights of others
- Develop children's self-esteem
- Build workable relationships that enable the school to be a safe and positive learning environment
- Work in partnership with parents
- Gain an insightful understanding of values which are appreciated in society like honesty, forgiveness, tolerance and respect.

## **Managing Behaviour**

There are four fundamental themes that form the basis of the school's Behaviour Policy; these themes are entitled:

- 1. The Preventative Approach**
- 2. Utilising Positive Correction in line with Values Education**
- 3. Using Consequences**
- 4. Repairing and Rebuilding Relationships**

### ***1. The Preventative Approach***

The prevention of inappropriate or challenging behaviour is the approach that lies at the heart of Houghton Conquest Lower School's Behaviour Policy. By using this approach we believe we are able to increase the likelihood of positive behaviour in our children. This, in turn, will increase their social and academic outcomes.

This approach is developed with the children by creating a basic framework to which the whole school adheres. Firstly, staff must help children to understand that they have four basic rights. These are as follows:

- The right to learn
- The right to be happy
- The right to be safe
- The right to be included

The children's understanding of these rights must then be linked to the fact that such rights can not be enjoyed without corresponding **responsibilities**. For example, if a particular child has the right to learn, they must also consider their responsibilities in helping other children to enjoy the same right. The way in which to help children to understand such responsibilities is by having routines that are clear and relevant. Such routines must be established at the beginning of each academic year; this is known as the establishment phase and it will set the tone for the rest of the year. All staff are responsible for establishing clear routines during this phase so that the children understand what is expected of them during each part of the school day.

The school has a two year rolling programme of Values and the Values language is used by all staff and children throughout the school to help them gain an understanding of behaviour; to learn respect and appreciate each other..

The routines mentioned above will be supported throughout the school by the use of the Golden rules (**see Annex 1**)

### **Encouraging Positive Behaviour**

In order to encourage and motivate children to make positive behaviour choices a number of strategies are employed. These strategies are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour
- Raise self-esteem
- Give the children the moral and social courage to be the best they possibly can

Whole school strategies include:

- Positive reinforcement of good behaviour by using the team point system in place.
- Opportunities for children to share their positive behaviour choices with parties external to the classroom
- Rewards e.g. golden tickets
- Values Award for children showing the school values
- Access to the Nurture group on request or submitted by the classteacher. An intensive support group to learn to manage behaviour, support emotional well-being and improve social skills and confidence.
- By promoting good behaviour all forms of bullying will be deterred and prevented.
- Home-School agreement is signed by the parent and child following their admission to the school.

### **The School Reward System**

Members of staff reward appropriate behaviour and hard work by giving children team points and smiley faces.

This would work by children being awarded team points for anything, e.g.; sitting well in assembly, working hard, being kind etc.

Team points can be awarded by anyone; teachers, office staff, teaching assistants, midday supervisors, governors and catering staff.

Each class teacher would tally their team points in a way that suited the age of the children.

Each Friday, Year 4 representatives would come round to each class and total the points. This would be announced in assembly. A running total would be kept throughout the term and the

team with the most points at the end of every half term would be rewarded with a treat, e.g. an extra play, certificate, small gift that is part of a celebration e.g. Easter eggs etc. We display the on-going totals so that the children can see how their team is progressing.

### **Rewards and sanctions**

All year groups have a simple smiley / sad face system to help children visualise their behaviour.

The well behaved children's names are put on the smiley face throughout the day.

The sad face would be used after positive verbal reminders, to show the child that their behaviour is unacceptable and the golden rules principles would be used.

### **Assembly Rewards**

Every week every teacher chooses a child who they think has been especially well behaved/made good progress etc. and completes form before Friday. Then weekly, during the Celebration Friday assembly, the Headteacher also announces the team totals, birthdays and Stars of the week chosen by Teaching Assistants from any year group. Every week in the newsletter, all the celebration awards are detailed with the reason for certificates.

In special cases, the children may earn a Headteacher award if nominated by their class teacher. This is to recognise exceptional achievement and good behaviour and will be presented at any time.

Midday supervisors and any other visiting adult are encouraged to use the team point system. At the end of each half term, a special reward is organised for the winning team.

Each week a child is chosen to receive the values award. This child will have demonstrated the value of the month. At the end of every month the Values Cup is awarded to the child who has shown the value of the month consistently.

## **2. Utilising Positive Correction**

Whilst the use of the preventative approach encourages children to make positive behaviour choices, it is fully understood that there will be times when children will need some support to correct their behaviour. It is essential that there is a balance between prevention and positive correction. For this purpose, the principles surrounding positive correction are employed.

When members of staff are using positive correction as a strategy to encourage behaviour modification they must have thought about its use in depth and planned its use in advance. Staff must only use positive correction:

- In the short term and the immediate moment; it should not be the only method utilised when addressing behaviour management issues
- If it features the appropriate and positive language, tone and gesture
- If they are clear about the strategies available and which are the most appropriate in given situations
- In the least intrusive way in order that a situation does not escalate
- In a directional but positive manner
- To address primary and not secondary behaviour
- To remind or direct children within the framework of the school's Behaviour Policy i.e. the golden rules

### **3. Using Consequences**

Not all children respond to positive correction and that is why it is important that children are clear that there will be consequences to their actions; a result of certain behaviour choices. A consequence helps a child to connect their behaviour and the outcome; therefore the outcome has to be related to the child's action – it must also be reasonable. Children are more likely to learn from a consequence that is certain rather than severe and therefore it is vital that, even if a consequence is deferred to another time, it must be followed-up. The severity of the consequence will also depend on the child's actions.

#### **Examples of Consequences**

- Deprivation of privileges  
E.g. a child may have broken the responsibility of walking in the corridor sensibly; the member of staff may expect them to lose a short time at playtime to show how they can walk sensibly
- Time out (see further details below)  
Children are given an opportunity to calm down and think about their actions; they should consider the 4 'W's':
  - What I did
  - Why I did it
  - What responsibility did I not consider
  - What I could do to fix it
- Time with a member of the teaching staff.
- Time with the Headteacher and a letter to the parents.
- The involvement of parents/carers (parents/carers will be involved after three serious incidents although if it is felt that their involvement would be beneficial at an earlier stage, a meeting will be organised)
- Help from outside specialists
- Fixed term exclusions
- Permanent exclusions

### **4. Repairing and Rebuilding Relationships**

As a result of a consequence being applied, or the use of positive correction, the member of staff dealing primarily with the child should repair and rebuild the relationship. Repairing and rebuilding is imperative because it restores strained relationships and enables the return of a positive learning environment as well as building the child's confidence and self-esteem.

### **Additional Information**

The school has a legal duty to safeguard pupils and where behaviour concerns suggest that child is suffering, or is likely to suffer, significant harm; school staff should follow the child protection and safeguarding policies.

If the disruptive behaviour under review might be the result of an unmet educational need or other need to be identified the school will consider a multi-agency involvement.

#### ***Time Out***

In some cases a child may need to spend some time in the designated 'Time Out' area. This gives the child an opportunity to regain control and think about their actions. No counselling

should be given at this point, although when the time-out period is finished, the member of staff primarily involved in the incident should repair and rebuild the relationship with the child.

### ***The Red Card System: Whole School Plan for a Crisis Situation***

If a member of staff needs support with a child then they use the red card system. Staff use a red card to indicate to another member of staff that help is needed; individuals should never feel ashamed or weak for requesting such help. The receiving member of staff ensures that their own class is covered before leaving to assist. The receiving teacher escorts the child to the 'Time Out' or 'Quiet Room' space; this strategy enables the child to exit the room with dignity. If the child refuses or continues with the disruption, the class is removed and a member of the Senior Leadership Team is sent for. The class teacher, or teaching assistant who works with the child, to restore relationships before acceptance back into the class. A colleague may cover for a short time to facilitate this.

Where the red card system is being used regularly for a particular child, a special behaviour plan and/or risk assessment should be written and this could be part of adding the child to the SEND list (see the school's Special Educational Needs (SEND) policy).

### ***Physical Contact and Intervention***

On rare occasions it may be necessary to physically restrain a child for their safety and/or others safety. See the school's 'Physical Contact and Intervention Policy' for details.

### ***Offensive Weapons***

It is illegal to carry knives or other offensive weapons on and around school premises. The Governing Body recognises that the presence of weapons in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the school. Accordingly, it is the school's policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and school activities. No child, pupil or other person shall bring a weapon into the school zone, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a child or pupil by the school or required by the school for the purpose of teaching a curriculum activity. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is any firearm of any description, including starting pistols, air guns and any type of replica or toy gun; knife, including all variations of bladed object including pocket knives, craft knives, scissors etc.; explosive, including fireworks, aerosol spray, lighter, matches; laser pen or other object, even if manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any child or pupil found to be in breach of this policy shall be subject to action including fixed term or permanent exclusion from school. In some circumstances the police might also be contacted.



### ***Incident Record/s***

When a child is believed to have consistent difficulties in making appropriate behaviour choices, an Incident Record file will be set up. The purpose of an Incident record is to record incidents related to the behaviour of identified children. This information is then used to highlight factors that may contribute to a child's challenging behaviour so that steps can be taken to support them effectively. The Headteacher will decide which children are logged but once set up this can sometimes be an administrative duty performed by a TA.

The Headteacher will inform staff of any children who have Incident Records via staff meetings. **All** staff are responsible for recording incidents related to behaviour for the identified children. The Headteacher will be given the form as soon after the incident as possible.

### ***Support for Members of Staff***

The key to effective behaviour management is collegial support. It is fully understood by all staff that this is not an area that can be tackled single-handedly. The following support will be offered to all staff:

- Emotional support
- Problem solving opportunities
- Sharing of problems without judgements being made
- Structural support
- A team approach

Staff training will be planned as part of the annual training plan; it will be a regular feature. Additionally, training will be provided, when it is deemed appropriate and required, on a more ad-hoc basis throughout each academic year.

### **Monitoring and Evaluation**

This policy will be reviewed annually by the Headteacher, staff and Governors.

### ***ANNEX 1: Golden Rules (attached)***

### ***ANNEX 2: Red Card Letter from Headteacher***

### ***ANNEX 3: Incident Record***

### ***Related Documents:***

*DfE Behaviour in School (February 2014)*

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

*2 year Values Programme*

*Home School Agreement*

*Positive Behaviour Management Strategies guidance for all staff and visitors (held in school for internal use)*

*Safeguarding Policy*

*Child Protection Policy*



# Golden Rules

We are gentle - We don't hurt others

We are kind and helpful - we don't hurt anybody's feelings

We listen - we don't interrupt

We are honest - we don't cover up the truth

We work hard - we don't waste our own or other's time

We look after property - we don't waste or damage things



**Houghton Conquest**  
Lower School

Growing together

**Headteacher**  
Miss C A McCarthy

Date: \_\_\_\_\_

Dear

### Golden Rules

This is to let you know that \_\_\_\_\_ was sent to me today after receiving a red card in class after breaking one of our 'Golden Rules'.

- ☐ we are gentle – we don't hurt others
- ☐ we are kind and helpful – we don't hurt anybody's feelings
- ☐ we listen – we don't interrupt
- ☐ we are honest – we don't cover up the truth
- ☐ we work hard – we don't waste our own or other's time
- ☐ we look after property – we don't waste or damage things

If \_\_\_\_\_ is unable to improve you will be asked to attend a meeting in school. Initial concerns should be addressed in the first instance to your child's class teacher.

Yours sincerely

Miss McCarthy  
Headteacher

# Houghton Conquest Lower School

## Incident Record



<b>NAME OF PUPIL</b>			
<b>Day, Date and Time of incident</b>	Day:	Date:	Time:
<b>Names of Involved Adults (Directly or as Witnesses)</b>			
<b>Other Pupils Involved</b>			
<b>Description of Incident</b>			
<b>Detail of any injury to adults or pupils</b>			
<b>Follow Up Actions...</b>			

<b>Did this result in a Red Card?</b>	Yes / No	<b>Fixed Term Exclusion?</b>	Yes / No
<b>Other Agencies Informed?</b>	Yes / No	If yes, Name of Agency:	
<b>Parents Informed?</b>	Yes / No	If yes, Informed by Whom:	

<b>Has a complaint been received?</b>	Yes / No	Detail of Complaint:
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Incident Report Completed by (Print Name):

Date:

Headteacher Signature:

Date:

*Completed forms to be files in the Behaviour/Incident Record file held in the Headteacher's Office*