



# St. Hilary School – Behaviour Management System and Policy

St. Hilary School aims to be a happy, secure place for all. We apply a positive approach to good behaviour, where children are encouraged to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

Intrinsic to this is the trust that parents, children, staff and the local community are all involved in a home / school partnership.

## We aim to:

- ★ Provide a calm, safe environment in which all pupils can achieve their best.
- ★ Raise children's self esteem and help them to have confidence in themselves and others
- ★ Help children develop awareness of their own needs and the needs of others.
- ★ Promote respectful and thoughtful behaviour between all members of the school community
- ★ Promote independent self-discipline and encourage them to accept responsibility for their own behaviour
- ★ Teach children to have the skills and attitudes needed to achieve and maintain positive behaviour
- ★ Encourage everyone to contribute to our codes of conduct
- ★ Employ a consistent approach to behaviour throughout the school
- ★ Involve parents in the good behaviour of their children and encourage them to support our code of conduct

## We encourage children to:

- \* Care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take pride in their own achievements.
- \* Value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- \* Develop a feeling of corporate responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.

Relationships are vital - we need to take the initiative:

Greet and be greeted  
Speak and be spoken to  
Smile and relate  
Communicate

## Code of Behaviour (classroom-based)

At the beginning of the academic year, each class discusses and designs a 'code of behaviour'. The children have ownership over this code, as they (along with help from their teacher) devised these rules or guidelines for creating a harmonious and industrious environment covering the rights and responsibilities of the children in that class. Once the code has been agreed upon, it is displayed in the classroom and the children are expected to abide by it. It, and the fact the children created it, can then be referred to if a child disregards any of the guidelines.

## Code of Behaviour (whole-school)

Our school's 'Code of Behaviour' is based on the following three principles:

## **RULES / RIGHTS / RESPONSIBILITIES**

### **REWARDS**

### **SANCTIONS**

We expect all our children to behave in a non-aggressive manner and to be polite and helpful to all members of our school community at all times. We hope that these values and principles will stay with our children and they will take them out into the wider world with them once they have left us.

## **Rules**

### **Our 'Golden Rules'**

Follow instructions with thought and care.

Care for everyone and everything.

Show good manners at all times.

### **The Rights**

- ★ I have the right to be safe and to feel safe
- ★ I have the right to learn
- ★ I have the right to be treated with respect

### **The Responsibilities**

- ★ Rights come with Responsibilities
- ★ Responsibilities need to be learned and practiced so they become habits

### **School Responsibilities**

It is the responsibility of our School to help and support parents and carers in the education of their children.

It is the responsibility of everyone working in our School to help children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application.

It is the responsibility of teaching staff to have adequate organisation in their classrooms, and to provide a high quality curriculum.

It is the responsibility of all staff to be positive, enthusiastic role-models, and to have high expectations of both learning and behaviour. They encourage a calm and responsive atmosphere, avoiding shouting.

It is the responsibility of all staff to ensure children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

It is the responsibility of all staff to make sure children are aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime (maybe using behaviour charts?)

It is the responsibility of all staff to ensure that the Golden Rules are enforced whilst children are in their care, and that children behave in a responsible manner throughout the school day.

### **Pupil Responsibilities**

It is the responsibility of every child to learn and demonstrate their understanding of rights, responsibilities and rules and how they apply both to themselves and to others

### **Governor Responsibilities**

It is the responsibility of the Governors to uphold the principles and practice of the School Behaviour Policy on behalf of all children, parents and carers, and staff at our School.

### **Headteacher (Senior Management Team) Responsibilities**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

### **Parent Responsibilities**

Parents have a vital role to play in their children's education. It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes. It is very important that parents support their child's learning and co-operate with the school. We recognise the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

It is the responsibility of parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents / guardians / carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **School Council Responsibilities**

It is the responsibility of the School Council to be model school citizens. They will discuss the implementation of the behaviour management system and the school rules. They also play a major part in deciding on activities that spread a positive message around the school.

## **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance and through occasional rewards and privileges.

Rewards may include:

- ☆ Verbal praise and smiling at children
- ☆ Verbal praise to parents about their children
- ☆ Awarding 'smiley faces', stars, stickers, etc.
- ☆ Giving additional playtime
- ☆ Giving additional time for children to pursue activities of their own choice
- ☆ Sending positive letters home, praise postcards, etc
- ☆ Learning about examples of good behaviour in assembly
- ☆ School badges (respect / healthy living / academic / creativity) awarded termly
- ☆ Weekly certificates in assembly
- ☆ Sending good work to other staff members for reward or praise
- ☆ Special responsibility jobs

- ☆ Special privileges (e.g. free time)
- ☆ Positive phone call home
- ☆ Class-wide rewards (e.g. raffle tickets, marbles etc.)
- ☆ House-points (counted weekly by School Council – reward day given each half-term)
- ☆ First in line privileges
- ☆ ‘Lining up’ beads for the best line at the end of play
- ☆ Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with an entry in the **Golden Book** (located in the reception area). The comments are read during ‘celebration moments’ during whole-school assemblies by members of the School Council.

### **Golden Time**

***‘If Golden Time is only rarely lost, it will remain an effective sanction. Make sure the children love Golden Time so much, they don’t want to lose it.’***

“Golden Time” has been included in each class’s weekly / half-termly curriculum time as part of our school positive behaviour policy.

With “Golden Time”, children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. “Golden Time” ensures that the children who behave well, which are the majority, are rewarded.

“Golden Time” activities for the **Key Stage 2** children are decided upon by each individual teacher. They might be a whole afternoon each half-term or more frequent. Activities are suggested by the children and staff, and classes might amalgamate to give children greater choice in activity. Children sign up for their chosen activity. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding. **Key Stage 1** pupils will have an amount of ‘Golden Time’ (decided upon by the teacher) on a Friday afternoon. In the same way as in KS2, children will lose minutes of ‘Golden Time’ for episodes of inappropriate behaviour / attitude.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Children who break one or more of the rules in class, or elsewhere in the school or playground, risk losing golden time.

### **Early Years**

Due to young children having a low concept of time, and their curriculum being play-based, Early Years children do not follow conventional ‘golden time’ procedures, but rather follow the guideline below:

*Children who misbehave in class are given 3 warnings; after this they have time-out away from the rest of the class, maybe also missing ‘choosing time’.*

## **Sanctions**

Despite positive responses as a means to encouraging good behaviour St. Hilary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When

dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

- ★ Children will be given a verbal warning by the class teacher, learning support assistant or supervisor;
- ★ Loss of a ‘Golden minute’ (Infants); 5 mins playtime (Juniors)
- ★ Time-out in class will be used. A ‘Getting back on track think sheet’ will be used for a child who is taking ‘time out’ to complete. This will give the child the opportunity to reflect on their behaviour.
- ★ Teachers may send their pupils to another class (a responsible child should accompany them). When sending a student to another class, the teacher should ensure the child knows what to do whilst out of the classroom (i.e. work to complete.)
- ★ After a combination of the above sanctions children may then be sent to the deputy Headteacher / Headteacher (except in extreme cases of inappropriate behaviour when immediate removal to the office is necessary).
- ★ More serious behaviour may involve meeting with parents.

Extremely poor behaviour must be reported to the Headteacher or deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

### **Incident Folder**

Children who are sent to another classroom because of poor behaviour will be required to complete an ‘Incident Form’ which will be placed in a central location. This will contain any notable incidents of behaviour for future reference.

For examples of inappropriate behaviours and possible strategies to deal with them, refer to the table below.

	Example of Behaviour	Possible Responses	Possible Sanctions
--	----------------------	--------------------	--------------------

<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>* Wandering about</li> <li>* Calling out</li> <li>* Interrupting the teacher</li> <li>* Talking at inappropriate times</li> <li>* Pushing and shoving in the line</li> <li>* Irritating other children</li> <li>* Interrupting other children</li> </ul>	<ul style="list-style-type: none"> <li>* Speak to child</li> <li>* Eye contact</li> <li>* Reminders</li> <li>* Give child choices</li> <li>* Either stop talking or sit somewhere else</li> </ul>	<ul style="list-style-type: none"> <li>* None or Minimal</li> <li>* Change seating arrangement</li> <li>* Sent to play elsewhere or with someone else</li> <li>* Asked to apologise for behaviour</li> </ul>
<b>STAGE 2</b>	<ul style="list-style-type: none"> <li>* Not responding to teacher</li> <li>* Disruptive behaviour</li> <li>* Deliberately causing a disturbance</li> <li>* General refusal to do anything</li> <li>* Accidental damage through carelessness</li> <li>* Dawdling</li> <li>* Cheeky, off-hand comments</li> <li>* Minor challenges to authority</li> <li>* Annoying other people</li> <li>* Silly or irritating name calling</li> <li>* Mild, one-off swearing</li> <li>* Lying about something that has been seen by a responsible adult</li> </ul>	<ul style="list-style-type: none"> <li>* Talk to child</li> <li>* Discuss consequences of behaviour</li> <li>* Separate child from scene or other children involved</li> </ul> <p><b>In repeated cases:</b></p> <ul style="list-style-type: none"> <li>* Key Stage Leader or Deputy Head involvement</li> <li>* Informal contact with the parents by class teacher</li> </ul>	<ul style="list-style-type: none"> <li>* Separate from class or group for a while</li> <li>* Send to Key Stage Leader's classroom</li> <li>* Write a letter of apology or apologise verbally</li> <li>* Complete unfinished work in own time e.g. playtime</li> <li>* Possible temporary withdrawal of a privilege</li> </ul>
<b>STAGE 3</b>	<ul style="list-style-type: none"> <li>* Deliberately throwing objects with the intention of breaking them</li> <li>* Harming someone</li> <li>* Deliberately damaging school or personal property</li> <li>* Leaving class without permission</li> <li>* Repeated refusal to do set tasks</li> <li>* Continued and serious cheeky responses</li> <li>* Serious challenges to authority</li> <li>* Harmful or offensive name-calling, including racial remarks</li> <li>* More serious or repeated swearing</li> <li>* Verbal abuse of a child</li> <li>* One-off bullying or manipulative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>* Referral to Key Stage Leader, Deputy Head or Headteacher</li> <li>* Formal letter to or contact with the parents</li> <li>* Head or Deputy begins to keep a record of incidents</li> <li>* Possible involvement of SENCo (Behaviour Support)</li> <li>* In the case of a racial incident, the appropriate action will be taken</li> </ul>	<ul style="list-style-type: none"> <li>* Possible exclusion from classroom for a period of time</li> <li>* Possibility of parent involvement in school e.g. working with their child</li> <li>* Possible lunchtime exclusion for a specified period of time</li> <li>* Possible placing on SEN register at School Action or School Action Plus for emotional and behavioural difficulties</li> <li>* Consider putting in place an Individual Behaviour Plan</li> </ul>
<b>STAGE 4</b>	<ul style="list-style-type: none"> <li>* Repeatedly leaving the classroom without permission</li> <li>* Fighting and intentional physical harm to other children</li> <li>* Throwing large, dangerous objects</li> <li>* Serious challenges to authority</li> <li>* Leaving school grounds (or attempting to) without permission</li> <li>* Verbal abuse of any staff</li> <li>* Vandalism</li> <li>* Stealing</li> <li>* Persistent bullying, including racial harassment</li> </ul>	<ul style="list-style-type: none"> <li>* Immediate removal of offender from scene</li> <li>* Immediate involvement of Headteacher (or Deputy if Head is not available)</li> <li>* Headteacher keeps a record of incidents</li> <li>* Involvement of SENCo (Behaviour Support)</li> </ul>	<ul style="list-style-type: none"> <li>* Telephone parents and meet with them as soon as possible</li> <li>* Possible lunchtime exclusion for behaviour during lunch break</li> <li>* Possible fixed term exclusion</li> <li>* Pastoral support programme considered.</li> </ul>
<b>STAGE 5</b>	<ul style="list-style-type: none"> <li>* Extremely dangerous or violent behaviour</li> <li>* Very serious challenges to authority</li> <li>* Repeatedly leaving school grounds (or attempting to) without permission</li> <li>* Physical abuse of any staff member</li> </ul>	<ul style="list-style-type: none"> <li>* Immediate removal of offender from scene</li> <li>* Immediate involvement of Headteacher (or Deputy if Head is not available)</li> <li>* Headteacher keeps a record of incidents</li> <li>* Involvement of SENCo (Behaviour Support)</li> </ul>	<ul style="list-style-type: none"> <li>* Fixed term exclusion</li> <li>* For repeated stage 5 behaviour, permanent exclusion may be considered</li> <li>* Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.</li> </ul>

### **Behaviour at lunchtime**

Lunchtime can be a time for children to consolidate strong, sometimes lifelong, friendships with one another, and to spark an interest in a particular hobby or activity. It's a time when they have the opportunity to confide in or share problems and interests with an adult; someone they can trust and feel safe with. Lunchtime supervisors have the ability to be a consistent link with the perhaps more formal

relationships within the classroom. Without doubt, the role of the lunchtime supervisor is demanding, skilful and vitally important for both individual child and the whole-school community. A change in title from 'dinner lady' to 'lunchtime supervisor' is a sign of the developing joint understanding and consistency of approach for all adults working in the school.

Much of the "task" of supervising children during lunchtime involves common sense and thoughtfulness. However, because different people can apply different interpretations to the same situation, it is important for the sake of the children in our care that Lunchtime Supervisors apply the same standards to all the pupils, as much as we do as teachers. We aim for a safe environment for our children where they are able to enjoy their lunchtime break, and do the things / play the games they choose, in an ordered, structured framework.

In the Dining Hall, most of the children are able to get on with their lunch with little adult help. Having said that, some of the children in there are very young (as young as four), and they need help from time to time to eat their lunch. A love of children really helps here; a friendly word, a smile now and then, a "spark" of humour, with the younger children in particular, can reap enormous rewards later in their school life (and make the Lunchtime Supervisor's job easier and more pleasant too!)

The above policy issues will contribute to ensuring lunchtime supervisors are:

1. Confident and able to remain calm.
2. Fair and non-judgmental towards all children.
3. Excellent role models in both verbal and non-verbal behaviour.
4. Proactive and familiar with reward/sanction systems when required.
5. Important stakeholders in the life of the whole school.

At St. Hilary School, the '**Good Manners Table**' is set up each day by members of the School Council. Children who have behaved particularly well, followed the Golden Rules well, or have excellent manners are rewarded. Eight children each week will be chosen to eat on this special table in the dining hall.

Shouting in the dining hall should not be resorted to. LSAs should have a signal to use when they would like less noise - a whistle should only be used **outside** to attract the children's attention.

LSAs are requested to inform relevant staff of any incidents they feel they should be aware of.

Incidents of poor behaviour are recorded in a book only to be used by LSAs. These incident books are monitored by the Headteacher to identify any persistent offenders, possible bullying, or racial abuse. Pupils appearing regularly in the books will be informed and their behaviour closely monitored in line with the procedures above. If necessary, pupils will be subject to close supervision, or excluded from school at lunchtimes. In contrast, LSAs are also able to nominate children to receive a weekly certificate for a particular reason; nominations should be made to his / her class teacher.

## **Special Needs**

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. In the case of children identified as having behavioural special needs, the school, acting in partnership with the parents and/or carers of the child concerned, will draw up individual action and pastoral plans. The plans will detail targets for a behaviour improvement programme. Having behavioural special needs does not exempt the child from sanctions for misbehaviour.

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

Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the

Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents must be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Policy reviewed by whole staff  
(November 2013)

Supported by Headteacher:  
Signed: Mrs K Butcher  
Date: November 2013

Supported by full Governing Body:  
Signed: Mr P Scrase  
Date: November 2013

Supported by School Council representative(s):

Signed: \_\_\_\_\_

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