



Hadley Wood Primary School Behaviour for Learning Policy

Date the policy came into effect	November 2019
Date of next policy review	November 2021
Name of person responsible for this policy	Fran Worby
Issued to	Staff, governors, parents
Date of issue	November 2019



Behaviour for Learning Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Promoting Positive Behaviour

Our school values, which are agreed by pupils, staff, parents and governors, allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression in line with British Values.



Rationale

Hadley Wood is a 'values' school. We believe that the establishment of a sound learning environment, both within and outside the classroom, is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through interactions between staff and pupils and between pupils themselves. We believe that it is crucial for parents to espouse the values of the school and also to model appropriate behaviour.

Aims

We have very high expectations for behaviour and want to develop children's understanding of the impact of choices they make, whether positive or negative. Good behaviour and good behaviours for learning are not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through everything that adults within our school community do.

At Hadley Wood, we believe it is essential that our behaviour system helps to create a calm and respectful environment where children can grow in confidence, feel safe and are able to learn.

- We aim to promote high standards by modelling positive behaviours at all times
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement
- We aim to ensure that all adults and children treat each other with mutual respect and consideration
- We are all responsible for facilitating the learning of all our children - all adults (staff, parents, visitors, governors) encountered by the children at school have an important responsibility to model high standards of behaviour at all times
- We aim to help children develop responsibility for their own behaviour as individuals and in groups, both on site and when they are taking part in educational activities offsite
- We aim to support the school's inclusive ethos by considering how pupils' additional needs will manifest in terms of their behaviour and ability to understand our values and

expectations

We firmly believe that every adult member of our school community has a responsibility to teach children socially acceptable behaviour. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example in the way that they behave as well as ensuring that the rules are followed. Teachers and support staff start each day off on a positive note through being a welcoming face to children at their classroom doors.

We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are behaving in an appropriate way, we say that they are displaying 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times.



Supporting Behaviour for Learning:

Stay on Green, Aim for Gold:

Hadley Wood uses the 'Stay on Green, Aim for Gold' behaviour model to promote and reward good behaviour. The expectations are designed to focus on positive action and choices rather than what children should not do.

Overview:

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Teaching of specific behaviours and routines

All pupils start on 'Green' at the start of each morning

Poor behaviour choices - Consequences

Positive behaviour choices - Rewards

Green behaviours = doing the right thing - good behaviour for learning and good behaviour

How It Works: (See Appendix A and B for breakdown of behaviour system)

- In each class there is a prominent 'Stay on Green, Aim for Gold' display with each of the colours represented by a simple piece of matching coloured card. On this display, all children have a clear pocket with their name on it
- Each day, children start with their name on green
- If children make positive impactful individual choices they are celebrated by placing the colour bronze, silver or gold into the chart and rewards given (Please see Appendix A for list of behaviour rewards)
- If children make poor behaviour choices they are warned by placing a blue card in their named card holder
- Continuing or serious negative behaviours will result in the child's name being changed to the yellow or red areas of the display and the subsequent sanctions actioned
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold)
- When on yellow, children will go to their paired behaviour timeout classroom (not phase leader) for 5 minutes and complete a Self-Reflection Log (see Appendix D and E). Parents/carers will be notified by the class teacher if their child has moved to yellow through a phone call or conversation at pick up time. Both the teacher and Phase Leader will keep a copy of the Self – Reflection Log and this will be shared with parents at the end of the school day
- When on red, children are sent to the Phase Leader's class for up to 15 minutes. If the Phase Leader is not in the class they go to a different Phase Leader. They must be told the reason why they are being asked to leave the classroom. The child will take a Self-Reflection Log to complete as well as some work. Both the teacher and Inclusion Manager keep a copy of the reflection sheet and it is logged on ScholarPack (our Management Information system) as a minor incident. Parents/carers will be notified and a copy of the Self-Reflection Log will be sent home for parents to discuss the expected school behaviour with their child. The Phase Leader will monitor the child's behaviour for the rest of the week in the form of a behaviour report. When the child returns to class they immediately move back to yellow
- Whilst it is generally unlikely for children to reach red, any child who reaches red or beyond in a day will receive in class support from the Inclusion Manager to help them make better choices in their behaviour

There are a number of behaviours which are deemed severe enough for an automatic red card – these are referred to as Unacceptable Behaviour (even if the pupil had been on green/bronze/silver/gold).

These include:

- Racist language
- Homophobic language
- Deliberate vandalism
- Verbal abuse
- Bullying
- Insulting someone's gender
- Insulting someone because of a disability

If a child displays any form of Unacceptable Behaviour:

- They will be sent to the Headteacher
- Headteacher will call parents for a meeting to discuss the behaviour
- The child will be subject to a behaviour plan/report for the next five days to monitor behaviour in class. This will be sent home at the end of each day to enable parents to reinforce the expected behaviour
- The child will receive an Internal Red (internal isolation from their class) for half a day. This will be logged on ScholarPack
- All playtimes and lunchtimes will be missed that day – these will be supervised by a member of SLT

Children with specific behavioural needs:

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. We recognise that some children have specific needs with regards to their behaviour.

For those identified with SEND, the system may be altered and adapted to meet their needs.

In these cases, children's individual Education, Health and Care Plans and Behaviour Plans will clearly outline the steps required to address and support their ability to adhere to the school's behaviour expectations.

The school provides a Nurture Group facility during breaktimes and lunchtimes where targeted children can withdraw to if they find the playground overwhelming.

Positive behaviour

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have positive interactions with a child rather than negative interactions. *E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair in order to remind the first child of the correct choice; check the first child has stopped and then praise them for making the correct choice.*

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences. We also want the children to gain an appreciation of team work and therefore their individual rewards work towards whole class rewards.

Awards cover all aspects of school life, so it is possible for all children to achieve a school award:

- Awarding values, achievement and star of the week certificates, table/group points, house points, Dojo points, Values awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour
- Nomination of pupils at whole school achievement assembly
- Discussing whole school behaviour issues at School Council meetings



- Use of Peer Mediators and Buddies to deal with minor altercations within the school
- Whole school assemblies on moral and social issues
- Discussion and implementation of aspects of Citizenship within the classes
- Staff using praise as a sincere and prompt response to positive behaviour or achievement
- Setting of personal targets for improving work and/or behaviour
- Resilient children – Completion of Reflection Log to develop emotional literacy

Sanctions used for negative behaviour

- Calm verbal warning and reinforcement of correct course of action by member of teaching or support staff
- Second verbal warning and a change in seating arrangements within the classroom
- Reflection time in partner class
- Reflection time during break-time where child will complete a Reflection Log with Phase Leader
- Class teacher notifies parent at the end of the day
- Writing letter of apology
- Pupil discussion with a member of the SLT
- Record of incident logged by a member of SLT on Scholar Pack
- Notice to parents of unacceptable behaviour
- Sent to Headteacher
- Interview requested with parents and pupil
- Individual Targeted Behaviour programme and/or home–school diary set up
- Advice is sought from outside agencies e.g. Behaviour Support Service, Educational Psychologist
- Physical violence towards staff and pupils will not be tolerated and will result in an immediate yellow level warning
- Exclusion

Unacceptable Behaviour

As a Values school we believe every child has the right to feel happy and safe when in school. If any of the following behaviours are displayed, the child will be sent straight to the Headteacher and the children's parents will be informed:

- Racist language
- Homophobic language
- Deliberate vandalism
- Verbal abuse
- Physical violence
- Bullying
- Insulting someone's gender
- Insulting someone because of a disability

Outside Class and Playground Positive Behaviour Management:

The principles of the 'Stay on Green, Aim for Gold' System will continue outside class and playground contexts.

Outside the Classroom:

- All members of staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour and meal time supervisors will give out Stay on Green stickers to children if they have shown exceptional positive behaviours. If three

children in a class receive a Stay on Green sticker at lunchtime, the class gain an additional Dojo point for their class reward system.

- Warnings and 'consequences' for negative behaviour given (following the same colour system).
- If there are yellow or red levels of behaviour, a child will be sent inside to complete a Self-Reflection Log.
- Playground behaviour - all adults must be vigilant to address 'tensions' through restorative conversations before they result in incidences.
- All adults must deal with incidents appropriately following the principles of Stay on Green, Aim for Gold.
- Children must approach staff outside on the playground when other children make poor choices and not come into school.
- Serious incidents will be referred to the Inclusion Manager/Phase Leaders/Head.
- All significant incidents must be reported to class teacher at the end of each break and lunchtime.

Learning outside the classroom and educational visits

Attending learning opportunities off site. At Hadley Wood we aim to include every pupil in each learning opportunity, both on site and off site. We therefore have high expectations for pupil conduct at all times. If any pupil shows a consistent lack of respect for our school rules and expectations, then this may result in the pupil losing the right to represent the school and/or attend school trips/overnight visits.

This will be at the discretion of the Head teacher. Parents and carers will be kept fully informed of any decisions made and the reasons why this decision has been reached.

Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will exclude a child for half a day, a whole day or, in exceptional cases, for longer, to maintain the well-being, health and safety of all our community. Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been tried or for extreme behaviour.

On the child's return parents/carers will be required to attend a reintegration meeting with their child and the Headteacher and Phase Leader before the child can re-join their class.

- Exclusion – reference will be made to the Local Authority advice on how to proceed. Pupils are not expected to be seen out in public during a period of exclusion.
- If pupil/parent does not meet the conditions of the school, or fails to return on agreed date, then the Headteacher will involve the Education Welfare Officer.

Types of exclusion employed at Hadley Wood include:

Internal exclusion: where a child is excluded from their own class, but is educated elsewhere in the school.

Half day exclusion: (including lunchtime exclusion) where a pupil is excluded for half of the day or even just lunchtime, which counts as a half day exclusion.

Fixed period exclusion: when a pupil is excluded with the intent that they will return to the school at the end of the exclusion.

Permanent exclusion: where a pupil is taken off the roll of the excluding school and parents are required to find a new educational establishment for them.

Managed move: where the relationship between a family and the school has broken down irretrievably and the school and, where applicable, the Local Authority manage the move to a new school where the child can have a fresh start.

Where a pupil has a significant additional need that puts them in breach of our Behaviour Policy advice will be sought from the relevant professional service. This is in accordance with the Equality Act 2010.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

And so...

- We set limits in a positive way, rather than in a negative way
- We provide simple explanations for limits
- We set clear, consistent and simple limits
- We focus on the behaviour, not the child
- We provide choices to the child
- We recognise and reinforce appropriate behaviour
- We state expectations clearly
- We allow time for children to respond to expectations
- We encourage the child to seek help and ensure that they always know who is available to help them (peer mediators, buddies, duty staff and members of the SLT)
- We acknowledge that some pupils find self-regulation difficult, but do not regard this as an excuse for anti-social behaviour



Staff Guidance

Children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes. **Consistency** and **persistence** are the keys to success.

- Establish class rules with your children at the beginning of the year to facilitate discussion of behaviour throughout the year
- Establish and promote a consistent approach that can be used by all staff in your team
- Keep any promise you make to the pupils and remain open and honest with them
- Before taking any action, communicate, clearly and effectively, your intentions to the pupil
- Act rather than react
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanor – if in doubt seek advice from Phase Leaders
- Promote the 'Hadley Wood Way' behavioural expectations at all times
- Seek advice and support to prevent a situation from escalating
- Reprimands should focus on the behaviour displayed and the behaviour we hope to enact
- Be aware of your pupil's additional needs and the extent to which they can be expected to behave well independently and the areas in which they will need support
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Parental Guidance

- All members of the school community are expected to respect each other
- Pupils are expected to take care of and value school property and equipment

- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others
- If parents are concerned about any aspect of behaviour they should speak to the class teacher in the first instance
- Head teachers and staff authorised by them have a statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: illegal drugs, alcohol, knives or weapons, stolen items or cigarettes.

For more information, visit: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Incident logs

A variety of different logs are kept in schools. There are logs to record the following:

- Misdemeanors that require more than a simple discussion with the child's own class teacher
- Any incident involving a child, or anyone employed at the school, which results in personal injury
- Theft or damage to property
- Any contact about pupil from outside agencies
- Aspects of bullying or racism

Children will complete a self-reflection log if they reach the yellow or red warning stage. Copies of these will be kept by the Phase Leader and the Inclusion Manager.

Incidents of proven bullying and racism are recorded on the 'Anti-bullying and anti-racist' incident form by Phase Leaders, the Inclusion Manager or Headteacher and occurrences are reported to Governors and forwarded to the Local Authority. All logs are dated, indicate people involved, relevant information and action taken. A hard copy of the log is held by the Headteacher with serious incidents logged on the Management Information System (ScholarPack). These are reported to Ofsted in the event on an inspection.

Use of Physical Restraint

If a pupil becomes physically aggressive towards another pupil, or member of staff and will not refrain from actions after the staff member has issued a clear verbal warning, or if the pupil is likely to cause physical injury to others or him/herself or damage property, staff may use acceptable level of restraint to part the bodies involved or prevent the pupil from self- injury (see Positive Handling Policy). No further attempts should be used to physically restrain the pupil unless staff have been specifically trained for that purpose (a list of 'Approach' trained staff is available in the office).

The Headteacher should be informed of the incident immediately and parents/carers or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to Local Authority Guidelines.

Monitor and review of policy

This policy has been drawn up in consultation with Class Representatives and the Governor Curriculum Sub-Committee. It will be monitored and reviewed regularly. Policy written: November 2019.

Accepted by the Governing Body

Review: November 2021

This policy document should be read in conjunction with the policy documents for:

Equalities

SEND Information Report

Learning and Teaching

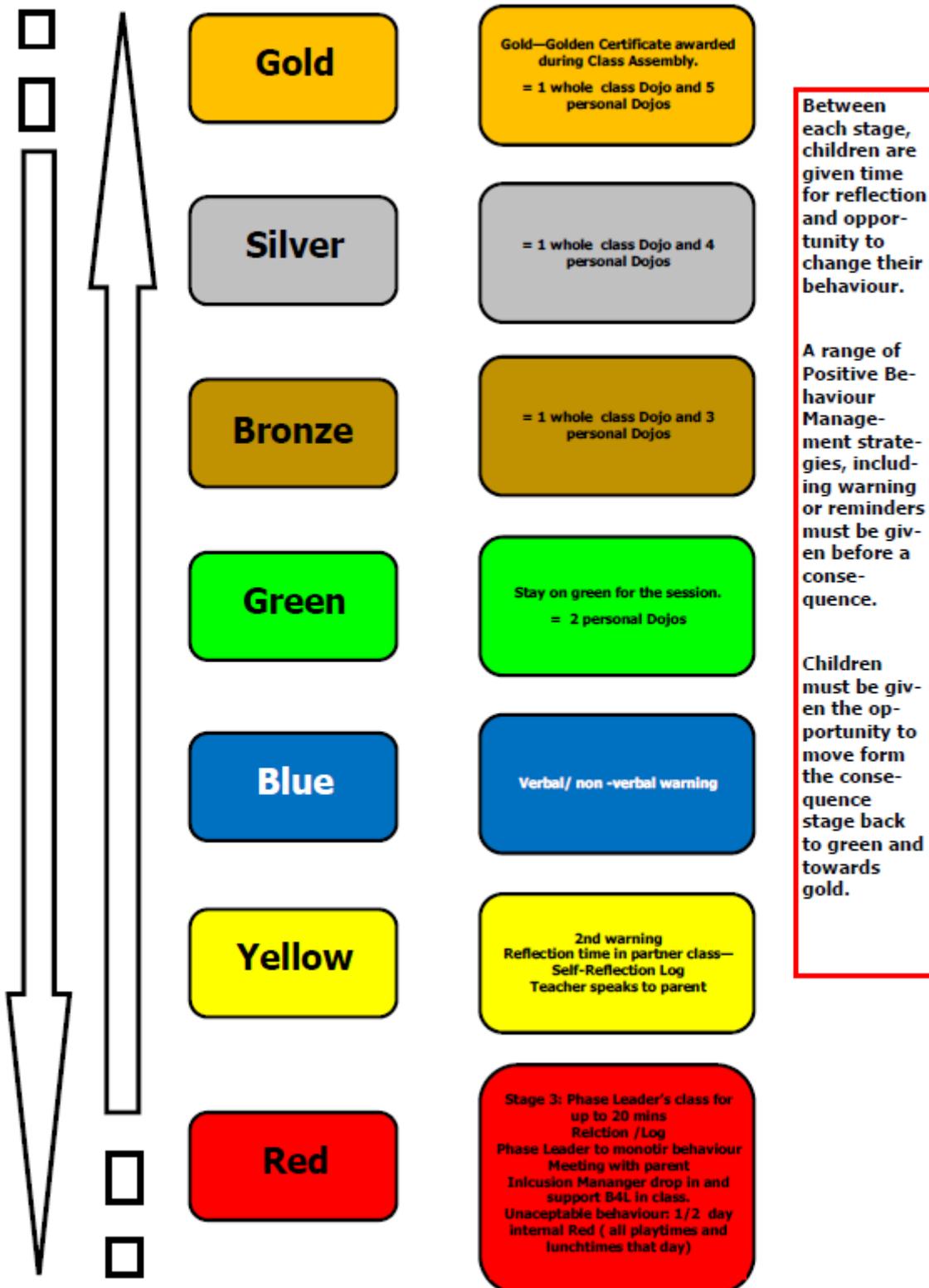
Positive Handling



GOLD Something very impressive that blows you away!	Gold certificate given out during class assembly= 1 whole class Dojo and 5 individual Dojos for the child
SILVER Sustained good effort and attitude over half a day (am/pm)	If there are 3 silvers in class at end of day = 1 whole class Dojo and 4 individual Dojos for the child
BRONZE Something good e.g. piece of work/attitude towards learning and challenges	If there are 5 bronze in class at end of day = 1 whole class Dojo and 3 individual Dojos
GREEN General good behaviour and attitude towards learning	All children end the day on green or above = 2 Dojos each
BLUE Not following basic instructions	Verbal warning given to the child and a reminder of expectations. All children can move back onto green if they change their behaviour.
YELLOW Continuing behaviour that was given a warning from previous stage	Second warning Reflection time in your partner classroom - up to 5 minutes. Self-Reflection Log sheet to be filled in. Class teacher notifies Parent/Carer. Reflection sheet → Phase Leader (Fabienne Burns KS1/ Lyndsey Albon KS2)
RED	Sent to Phase Leader to complete sheet. Form to Inclusion Manager → filed in the Behaviour File, recorded on ScholarPack by a member of SMT. Phase Leader monitors behaviour for rest of week. Class teacher informs Parent/Carer. When back to class - back up to yellow and teacher will look for opportunities to move child towards green.
UNACCEPTABLE BEHAVIOUR Racist language Homophobic language Bullying Insulting someone's gender Insulting someone because of a disability Defacing or damaging any school property	Sent to Fran Worby (Headteacher) Headteacher calls parents - meeting to discuss behaviour. Internal Red (generally in Phase Leader's) of half a day. All playtimes and lunchtimes missed that day – supervised by a member of SMT. Support plan put in place by Inclusion Manager.

Appendix B: **Pupil Visual Guide to Stay on Green, Aim for Gold**

Aim for Gold (Stay on Green) - Visual Guide



Appendix C: **Behaviour Ladder**

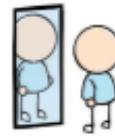
Behaviour Ladder

Rewards for Appropriate Behaviour			Poor Choice Consequences		
	GREEN	= General good behaviour and attitude to learning <ul style="list-style-type: none"> • Teacher praise. • All children end the day on green or above = 2 personal Dojos each 	<ul style="list-style-type: none"> • Verbal warning 	Blue	1
:o)	BRONZE	= Something good e.g. piece of work/attitude to piece of learning (replaces stamp) <ul style="list-style-type: none"> • If there are 5 bronze in class at end of day = 1 whole class Dojo. 	<ul style="list-style-type: none"> • Second warning • Reflection time in partner classroom - up to 5 minutes. Self-Reflection Log filled in. • Class teacher notifies Parent/Carer. • Reflection Log → Phase Leader (filed and recorded in Behaviour File) 	Yellow	2
:o) :o)	SILVER	= Sustained good work/good behaviour over half a day (child dependent) <ul style="list-style-type: none"> • If there are 3 silvers in class at end of day = 1 whole class Dojo. 	<ul style="list-style-type: none"> • Sent to Phase Leader to complete Self-Reflection Log. • Form to Inclusion Manager → filed in the behaviour file, recorded on ScholarPack. • Phase Leader monitors behaviour for rest of week. • Class teacher informs Parent/Carer. • When back to class - back up to yellow and teacher will look for opportunities to move child towards green. 	Red	3
:o) :o) :o)	GOLD	= Something very impressive that blows you away! <ul style="list-style-type: none"> • Gold certificate given out in assembly • 1 whole class Dojo. 			
UNACCEPTABLE BEHAVIOUR <ul style="list-style-type: none"> ❖ Racist language ❖ Homophobic language ❖ Bullying ❖ Insulting someone's gender ❖ Insulting someone because of a disability ❖ Defacing or damaging any school property 			<ul style="list-style-type: none"> ❖ Sent to Head Teacher ❖ Phase Leader/ HT call parents - meeting to discuss behaviour. ❖ Internal Red (generally in Phase Leader's) of half a day. ❖ All playtimes and lunchtimes missed that day – supervised by a member of SLT. ❖ Support work plan put in place by Inclusion Manager. 	UNACCEPTABLE BEHAVIOUR	4

Appendix D: **Self Reflection Sheet Key Stage 1**

Name:	Date:
How were you feeling?	
	
What happened?	
When I made this choice I was not demonstrating?	
<input type="checkbox"/> Respect	
<input type="checkbox"/> Kindness	
<input type="checkbox"/> Sportsmanship	
<input type="checkbox"/> Honesty	
<input type="checkbox"/> Responsibility	
<input type="checkbox"/> Self-control	
Why was it wrong?	
How I felt after my actions?	
	
Who was affected by my behaviour?	
How are they feeling?	
	
Next time I will...	





Reflection Log

Name:	Date:
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How were you feeling?

What happened?

When I made this choice I was not demonstrating?

<input type="checkbox"/> Respect	<input type="checkbox"/> Honesty
<input type="checkbox"/> Kindness	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Sportsmanship	<input type="checkbox"/> Self-control

Why was it wrong?

How I felt after my actions?

Who was affected by my behaviour?

How do you think that those affected might feel?

Next time I will...

