

I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.



## HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

# Behaviour Policy

September 2021

### Our Vision

*I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.*

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God's creation through providing rich experiences, which enlighten, challenge, shape and enhance life's opportunities for all.

### Our Values

**Love and Compassion; Endurance and Courage; Hope and Honesty**

"Let **love** and kindness be the motivation behind all that you do."

1 Corinthians 16:4

"Be brave and **courageous**, and never lose hope."

Psalms 27:14

"Life is good for the one who is generous and charitable, conducting affairs with **honesty** and truth."

Psalms 112:5

Last Reviewed: September 2021

Next Review Date: September 2022

Lead Person: Ruth Ardrey and Emma Welch

Category: General

**LOVE. COMPASSION. COURAGE. ENDURANCE. HOPE. HONESTY**

**I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.**

*At Hildenborough CEP School we aim to  
"Be the best we can be, for ourselves, for others and for God".*

### **Aims:**

Our behaviour policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.
- Nurture positive caring attitudes where achievement at all levels is acknowledged and valued allowing children to reach their full potential.
- Provide a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to behaviour management throughout our school.

There are certain principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour and not just to react to unacceptable behaviour

### **School Values:**

Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God, and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school, we have chosen the particular Christian values of love, compassion, endurance, courage, hope and honesty to enhance the children's curriculum and daily school life. These values underpin the ethos and expectations teachers create within their classrooms.

### **Rewards and Consequences:**

#### **The traffic light system:**

At Hildenborough CEP School, we adopt the traffic light system for behaviour management, which is carried out as follows:

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All classes will display the agreed traffic light system (large visual representation of a traffic light with children's names pegged onto the Green section). This traffic light system will be displayed in the classroom but its principles are applied during all lessons, e.g. PE.

Above the Green section, there is a golden 'super star' section for children showing exceptional attitudes and behaviour. Children who achieve this will receive 3 house points.

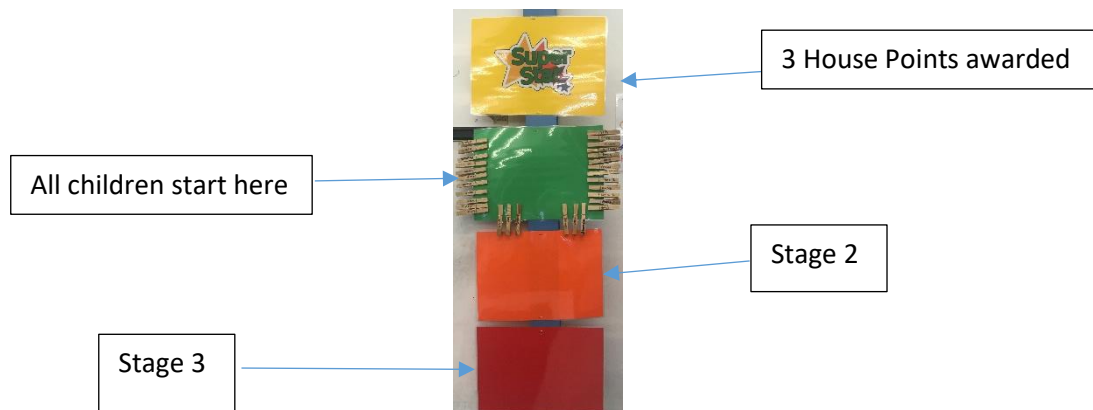
Should children show inappropriate behaviour, which impacts on their own or others' learning, the following procedure will take place:

**Stage 1:** A verbal warning is given.

**Stage 2:** Name moved to 'amber'. Children will either lose some Golden Time minutes or minutes off play time. The length of which is at the discretion of the class teacher and at age appropriate level.

**Stage 3:** Name moved to 'red' and time out is given within the class with children making this time up at break or lunch time. If the behaviour continues, time out of class will be given. The child will be sent out of class following the 'Out of Class' system (see Consequences).

At any stage of this process, children have the opportunity to move their names back up to the green section of the traffic light by showing appropriate behaviour.



## **Rewards**

There are many ways that the children are rewarded. Good behaviour/learning may be rewarded in any of the following ways:

- Praise and encouragement
- Increased trust/responsibilities/privileges
- Classroom recognition and class based rewards, such as superstars

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- Stickers
- Achievement awards in Celebration Worship
- House points
- 'Hot Chocolate Friday' with Miss Ardrey (one child selected per class who has gone above and beyond during that week)
- Headteacher's Award for children who have made an extra special effort, either academically or socially

### **House Points**

Children will receive House Points for good behaviour/ academic achievement. These will be added up through the week and announced in Celebration Worship. There is a non-uniform day for termly House Point victors and a trophy is awarded annually to the winning house.

The houses are:

- Blue = Riding
- Yellow = Weald
- Red = Hilden
- Green = Brook

When joining the school, children and staff are assigned a house. Siblings are assigned to the same house.

- The maximum number of house points that can be awarded to an individual child is 3 points.
- Guidance is as follows (these are examples, the list is not exhaustive):

1 point	Politeness / holding a door open
2 points	Good effort with class work
3 points	A special achievement that is over and above what is expected e.g. special piece of work, outstanding behaviour.

### **Celebration Worship Awards**

A Celebration Worship is held every Friday to recognise and celebrate the achievements of specific pupils who have demonstrated Hildenborough CEP School's desired learning behaviours and values. The following achievements are celebrated -

Each week teachers will choose:-

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- One child who has demonstrated our Learning Values (which are the same as our Christian Values) to receive the 'Learner of the Week' award. These children are awarded a certificate.
- One child from their class, who has taken pride in their presentation, to receive the 'Pride' award. These children are awarded a wrist band and certificate.

In addition to this:-

- Class teachers/TWKSSP staff will choose up to two children from each class (Years 1-6), who have demonstrated sportsmanship and enthusiasm during their PE lesson, to receive a PE Pride token, which contribute to the PE Pride points on Sports Day.
- MDSAs will choose one class who have shown outstanding behaviour throughout the week. This class will receive 5 minutes extra Golden Time.

### **Golden Time**

Classes can earn up to 20 minutes Golden Time per week. Teachers can also use their own discretion to reward the whole class with extra Golden Time where appropriate.

### **Consequences**

Class teachers establish the school's behaviour expectations within their classrooms to ensure pupils behave in a responsible manner during lesson time. Teachers will be aware of the difference between deliberate misbehaviour and age appropriate behaviour. Children's individual needs will be taken into consideration when following the steps in the behaviour policy or writing a behaviour plan. In the first instance, teachers will follow the Traffic Light system (as above). This is then followed by the out of class procedure.

### **Out of Class Procedure**

Whenever a child reaches the stage at which they must be sent out of class, the 'Out of Class Procedure' must be followed. Children will only be sent out of class if their behaviour continues to be inappropriate and disruptive to learning after the 'traffic light' system has been implemented.

Should a child be placed on red and sent out of class the following must happen:-

- The class teacher will fill out the 'Out of Class' slip (see below).

Child's name: \_\_\_\_\_

Incident	Consequence
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- The child in question will be sent for reflection time, accompanied (either by an adult or appropriate peer) along with the 'Out of Class' slip either to the Green Room or the Headteacher's office.
- During this time, the child will have time to calm down before reflecting on their behaviour and what lessons can be learnt for the future (see Reflection Time log-Appendix 1).
- The appropriate time for reflection should be judged by the class teacher and the member of staff who they are sent to, depending on the behaviour and the amount of calming down time needed.
- The children will then need to complete learning missed at break or lunch time.
- The member of staff they are sent to will upload information on CPOMs (our online behaviour and safeguarding recording system-see the school's Child Protection Policy for further details).
- Where a consistent pattern emerges, parents will be contacted to discuss the matter.

### **Extreme Behaviour**

In incidents of extreme behaviour, the 'Out of Class Procedure' will be implemented immediately.

Sometimes, it may be necessary to respond to a more severe situation very quickly if a child is not responding to the usual consequences, and is causing severe disruption in the classroom. At times, it may be necessary to remove a child from the classroom immediately so teaching and learning can continue.

If the child can be safely encouraged to leave the classroom for some reflection time, they should do this.

- If the child refuses to leave the classroom, and is in danger of hurting others, the teacher should make the judgement as to whether it is safer to take the rest of the children elsewhere (e.g. ICT suit/ school hall).
- No child should be physically handled / removed / restrained, unless they are at risk of hurting themselves, others or school property. All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

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- If staff cannot calm and settle a child, we will call the parents to come into school. If the child cannot be calmed and settled, we will then consider exclusion as outlined below.
- In extreme cases, the school will follow guidance provided by Kent LA. This may include fixed term or permanent exclusion. Exclusion is the ultimate penalty for persistent, uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of the other children in the school. Parents will usually have prior warning that this step is to be taken. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases, exclusion could be permanent. The chair of Governors is always kept fully informed of all cases of unacceptable behaviour and where the possibility of exclusion is being contemplated.
- Children's individual needs will be taken into consideration when following the steps in the behaviour policy or writing a behaviour plan.

### **Break Times and Lunch Times**

High expectations are applicable in all areas of the school community, including the playground. The school uses Play Leaders and Games Captains to ensure that equipment is available for children to use. The school also uses Peer Mediators to ensure positive behaviour on the playground. The aim of the Peer Mediation Programme at Hildenborough School is for "Peers" to resolve conflict within the school playground using mediation. This important role is extremely beneficial to the children during break and lunch times and by taking on this role, the peer mediators commit to helping the children in our school to have enjoyable and trouble-free break and lunchtimes. The children who take on this role are given full training, including how to mediate, when it is appropriate to mediate and when they should involve an adult. All mediation is logged and shared with the relevant class teacher(s) as necessary.

To ensure consistency across the school, we will use a variation of the traffic light system during break and lunchtimes, which is as follows:

- **Stage 1:** Warning/reminder of what will happen if they make the same choice again.
- **Stage 2:** If the child does not change his/her behaviour, they will stand with an adult for a length of time that is deemed appropriate but no more than 5 minutes. They should be encouraged to reflect on their actions.
- **Stage 3:** If the behaviour continues, the child will be sent inside to complete reflection time with a member of staff in the Green Room or the Headteacher's office. The member of staff they are sent to will upload information on CPOMs and will inform the class teacher.

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## **Bullying**

Bullying is behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- This policy is used in conjunction with the school's anti-bullying policy to deal with instances of bullying.

## **In line with the behaviour policy, parents'/carers' responsibilities are to:**

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Be aware of and support the school rules and expectations

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## **Appendix 1**

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**Reflection Time**

<b>Name:</b>	<b>Date:</b>
<b>Behaviour:</b>	<b>Staff Member:</b>
<b>What happened?</b>	<b>What were you thinking/feeling at the time?</b>
<b>What do you need to do to make things right?</b>	<b>What will you do next time? (It may help you to think about what would Jesus do in this situation?)</b>

BEHAVIOUR POLICY CONTINGENCY PLAN IF THERE IS A COVID-19 OUTBREAK  
September 2021

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Where possible, Hildenborough CEP School will continue to follow the agreed Behaviour Policy outlined below this section. However, there are some additions and alterations to usual practice, which will be outlined in this section, to ensure clarity for all stakeholders.

#### Additional rules in place for the Covid-19 outbreak

- Children should be encouraged to maintain social distancing where possible.
- Children must practise good hygiene and follow strict hand washing and sanitising procedures as directed by staff.
- Children must not mix with children from other classes (including, during break and lunchtimes, where children must stay within their designated play area).
- Children must not congregate in shared spaces (e.g. corridors, toilets).
- Children must be accompanied by a member of staff, where possible, and only one child at a time.
- Children must only use the stationery and equipment provided for them (e.g. no pencil cases from home). Where resources are shared, they must be cleaned before other children use them.
- Children must follow one-way systems in place within the school (e.g. at drop-off and pick up times and in corridors)

*Failure to follow these rules, which are focussed on protecting the safety and wellbeing of our children and staff, will lead to consequences which are outlined below.*

#### Rewards and Consequences

##### Rewards

At this time, rewards should focus on class-based systems such as praise and encouragement and superstars. House points be collected within the classroom and emailed to the headteacher. Certificates will be issued via the class teacher in a class Celebration Assembly on Fridays.

Traffic Lights will continue to be used as part of our behaviour system. Teachers may use their discretion to put children on the 'Superstar' section of the traffic light system. Superstar status will be awarded to those children who have excelled in any given day or week. Children who have been awarded Superstar status should have their name displayed on the board for the week and receive 3 house points.

##### Consequences

In the current circumstances, it may be necessary to escalate consequences for actions which directly challenge the school's rules for hygiene and social distancing, listed above. Staff should be mindful of the wellbeing of themselves and others in deciding upon suitable consequences at this time. Instances which may require staff to escalate consequences may include (but is not limited to):

Refusal to wash hands as directed, refusal to maintain social distance where possible, intentionally forcing contact with others, intentionally coughing, sneezing or spitting over others and intentional use of others' designated resources or equipment.

Teachers will be aware of the difference between deliberate misbehaviour and age appropriate behaviour and will take this into account. Staff will be considerate of children who need reminding of the new rules and routines (e.g. reminders about social distancing and hygiene).

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The traffic light system will remain in place with the following amendments:

In the event of a child moving to 'amber', children will lose some minutes from playtime, the length of which is at the discretion of the class teacher and at age appropriate level. This time will be served sat away from others in the designated classroom or play area for the class (supervised by the designated staff member on duty for the class).

In the event of a child moving to 'red', children will lose further minutes from playtime, the length of which is at the discretion of the class teacher and at age appropriate level. This time will be served sat away from others in the designated classroom or play area for the class (supervised by the designated staff member on duty for the class).

If it is necessary to remove a child from the classroom as a result of consistent disruption or extreme behaviour the Out of Class Procedure will be followed with these alterations:

- The child should be sent to sit outside the classroom with their chair, directly outside the classroom doors (when safe) or in the designated class play area, supervised by one member of the designated class staff.
- They should use this time to complete 'Reflection Time'.
- Parents should be informed of their child being put on 'red' and an incident and contact form filled in on CPOMS.
- Where it is not possible to send a child outside (in bad weather, for example), the child should be taken to the Headteacher's office to complete Reflection Time with Miss Ardrey, Miss Welch or Mrs Forward. Any surfaces used by the child in this time will need to be cleaned afterwards.
- If a child refuses to leave the classroom as part of the Out of Class Procedure, or if the child presents a danger to others, the rest of the group should be taken outside to the designated class play area.

#### Break times and Lunch times

The traffic light system and associated consequences will remain consistent throughout break and lunchtimes as stated above.

#### Bullying

The school's approach to bullying remains consistent with the existing behaviour policy, outlined below. However, at this time, staff should be more mindful of behaviours which may cause additional anxiety for children. For instance, if a child repeatedly and intentionally coughs in the face of another child, this could constitute intimidation and staff should act immediately to prevent further instances occurring, in line with this behaviour policy and the school's anti-bullying policy.

#### Uniform

The school's existing uniform policy remains in place, apart from a slight amendment to PE kits. Children will be asked to come to school dressed in their PE kit on their designated PE day. Children are expected to wear their colour-coded PE T-Shirt, their school jumper, shorts/jogging bottoms

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(depending on the weather) and trainers. It is also important for parents to provide weather-appropriate clothing (e.g. jumpers, coats, sun hats) for children, as learning may take place outside more regularly. In warmer weather, parents will need to ensure their child is administered sun cream before the start of the school day. Children can bring in sun cream with them but they will have to administer it themselves.

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