



# HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“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.

## BEHAVIOUR POLICY

**October 2022**

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.

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Lead Person	Emma Welch

## Introduction

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**

## 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 CE Primary 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.

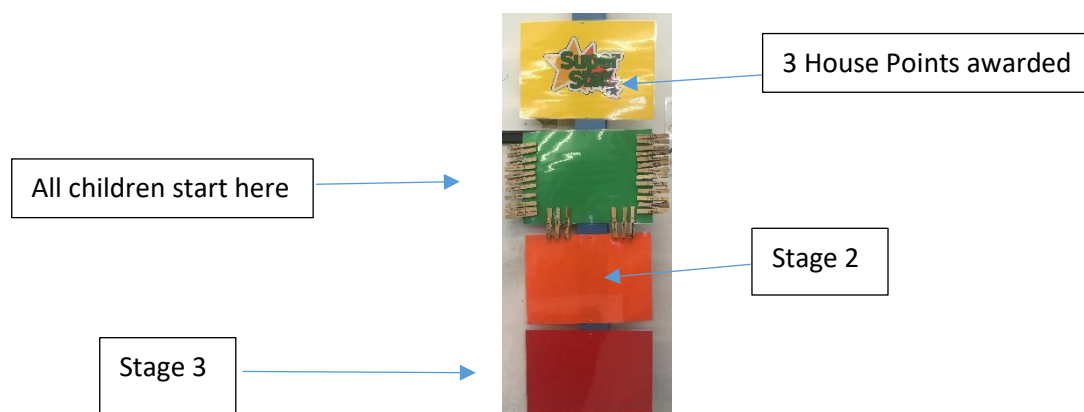
Should children show inappropriate behaviour, which impacts on their own or others' learning, the following procedure will take place:

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

**Stage 2:** Name moved to 'amber'. Children will spend some of break or lunch reflecting on their behaviour with a member of staff. 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 as part of their reflection 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 for some reflection time (see Consequences). This time will then be made up for at break or lunch time.

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.
- Stickers.
- Achievement awards in Celebration Worship.
- House Points and Values Points.

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- 'Hot Chocolate Friday' with Miss Ardrey (one child selected per class who has gone above and beyond during that week).
- Visit to Headteacher to receive a personalised sticker.

### House Points

Children will receive House Points for academic effort and achievement, completing their home learning and achieving 'super star' status in class. These will be added up through the week and announced in Celebration Worship. 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.

### Values Points

To positively reinforce our school values, the children can be awarded 'Values Points'. These can be given by anyone to any individual or class who demonstrates at least one of the following values: love, compassion, courage, endurance, hope and honesty. Values Points are used to celebrate positive behaviour. Each class collects these points (pom poms, counters, etc) and these are equal to time as a treat at the end of term.

### 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:-

- 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:-

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- 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, which contributes to the PE Pride points on Sports Day.
- Class teachers will choose up to two children who have demonstrated positive learning behaviour who stand up and are celebrated.
- One child who has gone above and beyond for 'Hot Chocolate Friday'.
- House Captains to announce the house who has received the most house points during that week.

### End of term Reward/Treat

Values points are traded for an end of term treat that the children choose in collaboration with their teacher.

### 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 child in question will be sent for reflection time, accompanied (either by an adult to the Green Room or the Headteacher's office. If an adult isn't available a child will be sent to the office to request a member of SLT.
- 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.

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## 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.
- 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 Sports 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.

## **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

## APPENDIX 1: Reflection Time



### 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>