



BEHAVIOUR POLICY

Rationale

At Hardy Mill we value good behaviour and expect a high standard of individual responsibility.

Aims

- To ensure that we have a common policy on behaviour which is followed consistently by all staff.
- To ensure that adults and children know what their rights and responsibilities are within the behaviour policy.
- To ensure that good behaviour is encouraged and rewarded.
- To encourage a positive climate in which children are challenged physically and mentally and where they can experience success.
- To keep everyone safe in school
- To promote high expectations of children's behaviour.
- To encourage all children to make good choices.
- To ensure that parents work in partnership with school in promoting positive relationships, attitude and behaviour.

Agreed rights and responsibilities

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be supported by peers and managers 	<ul style="list-style-type: none"> • To ask for support through team/line manager when needed • To offer support to colleagues
<ul style="list-style-type: none"> • To be listened to • To share opinions/ explanations 	<ul style="list-style-type: none"> • To listen to others • To give opinions/ explanations in a constructive manner
<ul style="list-style-type: none"> • To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of the school's system/ policies/ expectations 	<ul style="list-style-type: none"> • To seek information and use lines of communication • Follow agreed behaviour policy protocols
<ul style="list-style-type: none"> • To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> • To support others in developing their skills in promoting positive behaviour and good attendance • To acknowledge areas of own behaviour management skills which could be developed • To try new approaches
<ul style="list-style-type: none"> • To feel safe and respected 	<ul style="list-style-type: none"> • To show respect towards others and provide a safe environment

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully to others
<ul style="list-style-type: none"> To be safe 	<ul style="list-style-type: none"> To behave in a way that keeps self and others safe
<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To attend school regularly To be willing to learn To allow others to learn
<ul style="list-style-type: none"> To make own choices 	<ul style="list-style-type: none"> To have ownership of own choices and accept the consequences of that decision To allow others to make choices
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others

Parents/ carers	
Rights	Responsibilities
<ul style="list-style-type: none"> To be treated with respect 	<ul style="list-style-type: none"> To behave respectfully towards others
<ul style="list-style-type: none"> To be kept informed about their child's progress 	<ul style="list-style-type: none"> To make sure that their child attends school regularly To talk to their children about what he/she does in school To talk to staff if they have any concerns about their child's learning or well-being
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To support the school's approach to behaviour and attendance
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively

Agreed procedures

- Staff will be consistent with the school behaviour policy, they will be fair and give children choices to encourage selecting positive options.
- At the beginning of each year, classes discuss and revisit the school rules. Circle time may be used for this discussion.

Hardy Mill School Rules

- *We listen and do as we are asked first time.*
- *We keep our hands and feet to ourselves.*
- *We speak to each other with respect and kindness.*
- *We all work hard and try our best.*
- *We take care of each other, our class and our school.*

These rules will be placed in each classroom and communal areas according to the child's phase of learning. When not with their class teacher, the adult with responsibility for the children will follow this policy.

Any significant issues relating to behaviour need to be shared with a member of the senior leadership team.

As an exception to the agreed procedures, children who are identified as having significant social, emotional and/or behavioural needs may follow a different set of rewards/sanctions. In this instance, all staff, parents and the child will be aware of the agreed behaviour programme and it may be shared sensitively with the other children in the class.

Rewards

Wherever possible, we aim to be positive in our approach and notice and reward good behaviour, rather than take it for granted. We believe that everyone should have equal access to rewards, not just those who are academically able. Everyone responds to the right kind of reward and staff use a wide variety in order to promote good behaviour.

These include:

- house points for one of four house teams. Every child is allocated a house for which they can earn house points;
- verbal praise
- children moved up the behaviour chart
- silver and gold stickers awarded (to be placed on bookmark in their tray)
- Hardy Mill Honour (shared in class assembly)
- text sent to parent if a gold is awarded and child's name to be put in gold book.
- other class based rewards

Behaviour Board

In each classroom, there is a behaviour board displaying the behaviour chart. At the beginning of every new day, all children's names/photographs will be placed in the green circle. Throughout the day pupils' names/photographs will "jump" up or down the board in response to their behaviour and the children will be rewarded or sanctioned accordingly. There are five main colours (gold, silver, green, amber and red) used on the behaviour board with "jumps" in between each colour.

		No. of jumps to silver		No. of jumps to gold	
EYFS	Green	3	Silver	3	Gold
KS1	Green	3	Silver	3	Gold
KS2	Green	3	Silver	4	Gold

If children show a particularly excellent attitude to learning, or complete a piece of work to an exceptional standard they may be "fast-tracked" to silver or gold accordingly, by-passing the jumps.

If a child in early years displays negative behaviour or does not follow the school rules, the child will be given two verbal warnings in the first instance to encourage them to rectify their behaviour. If the behaviour persists their name/photograph will be moved to the amber circle. If this behaviour continues, two further verbal warnings will be given before the child is moved to the red circle. If the behaviour displayed in the first instance is of a more serious nature, the child's name will be moved to the red circle immediately.

If a child in key stage 1 or 2 displays negative behaviour or does not follow the school rules, the child will be given a verbal warning in the first instance and an exclamation mark placed by their name to indicate that they have been given a warning. If the child does not rectify their behaviour, the child's name will be moved to the amber circle. If this behaviour continues or if the behaviour displayed in the first instance is of a more serious nature, the child's name will be moved to the red circle.

If a child's name/photograph is moved to the amber or red circle, an age-appropriate sanction will be given as detailed in the following tables.

The behaviour system will be actioned in the same way by all staff and children will be treated in the same way and in a way that is age appropriate.

EYFS Behaviour Board

Behaviour	Rewards/ sanctions
<p>GOLD awarded for:</p> <ul style="list-style-type: none"> • Exceptional achievement (work, play, behaviour) • Exemplary attitude to learning 	<p>Pupils who achieve GOLD will:</p> <ol style="list-style-type: none"> 1. A gold sticker placed on their bookmark. 2. Mrs Briggs will visit class to congratulate them and write their name in the Gold Book. 3. Be congratulated by their class. 4. Parents are informed of their child's exceptional/exemplary behaviour by text.
<p>SILVER awarded for:</p> <ul style="list-style-type: none"> • A super effort • Being kind and considerate • Being very polite and well mannered • Excellent attitude to learning • 	<p>Pupils who achieve SILVER will:</p> <ol style="list-style-type: none"> 1. A silver sticker placed on their bookmark. 2. Be congratulated by their class.
<p>GREEN</p> <ul style="list-style-type: none"> • Everyone begins the day in green; new day - new start! • Everything is as expected (work, play, behaviour) 	<p>Pupils who remain in GREEN will:</p> <ol style="list-style-type: none"> 1. Be congratulated by their class.
<p>EYFS AMBER <i>Before an amber card is given the child will have previously been given two verbal warnings to give them the opportunity to change their behaviour.</i></p> <ul style="list-style-type: none"> • Behaving in a way which is unsafe or making others unsafe • Name calling • Disrupting the carpet • Not sharing • Not following instructions • Telling lies • Damaging resources 	<p>Pupils who move into AMBER will:</p> <ol style="list-style-type: none"> 1. Will move their name onto the amber circle and sit on the thinking chair (1 minute for Nursery and 2 minutes for Reception). 2. Apologise for their behaviour and move their name back onto the green traffic light.
<p>EYFS RED</p> <ul style="list-style-type: none"> • Following an amber warning and 2 further verbal warnings continuing to behave in a way which is unsafe or making others unsafe • Violence • Swearing • Spitting 	<p>Pupils who move into RED will:</p> <ol style="list-style-type: none"> 1. Will sit on the thinking chair for an age appropriate time, a maximum of 5 minutes. 2. Apologise and reflect on their behaviour. 3. Be dealt with by the class teacher for the first red card, a member of the senior leadership team for the second and the Head Teacher for the third. 4. Parents are informed of the behaviour citing whether this is incident 1, 2 or 3 by text.

Key Stage 1 Behaviour Board

When children move from reception into Year 1, for the first term the rewards and sanctions applied in EYFS will continue to assist transition. The following will apply from the spring term.

Behaviour	Rewards/ sanctions
<p>GOLD awarded for:</p> <ul style="list-style-type: none"> • Exceptional achievement (work, play, behaviour) • Exemplary attitude to learning 	<p>Pupils who achieve GOLD will:</p> <ol style="list-style-type: none"> 1. A gold sticker placed on their bookmark. 2. Mrs Briggs will visit class to congratulate them and write their name in the Gold Book. 3. Be congratulated by their class. 4. Parents are informed of their child's exceptional/exemplary behaviour by text.
<p>SILVER awarded for:</p> <ul style="list-style-type: none"> • A super effort • Being kind and considerate • Being very polite and well mannered • Excellent attitude to learning 	<p>Pupils who achieve SILVER will:</p> <ol style="list-style-type: none"> 1. A silver sticker placed on their bookmark. 2. Be congratulated by their class.
<p>GREEN</p> <ul style="list-style-type: none"> • Everyone begins the day in green; new day - new start! • Everything is as expected (work, play, behaviour) 	<p>Pupils who remain in GREEN will:</p> <ol style="list-style-type: none"> 1. Be congratulated by their class.
<p>AMBER Before an amber card is issued, children will be given a verbal warning and an exclamation mark placed next to their name on the behaviour chart to indicate that they have been given a warning.</p> <ul style="list-style-type: none"> • Behaving in a way which is unsafe or making others unsafe • Disrupting lessons • Wasting time in lessons • Spoiling other children's playtimes • Talking when the teacher is talking • Showing disrespect when speaking with a member of staff 	<p>Pupils who move into AMBER:</p> <ol style="list-style-type: none"> 1. Will be given one warning and asked to explain what they have done wrong to ensure that they understand. 2. Year 1 during the Autumn term will have to sit on the thinking chair immediately if the behaviour is repeated for 2 minutes. 3. KS1 (Year 1 from Spring term) will miss 2 minutes of playtime. 4. Apologise and reflect on their behaviour, before moving back to green. <p><i>If a child continues to repeat the same 'amber' behaviour a red card will be given.</i></p>
<p>RED</p> <ul style="list-style-type: none"> • Following an amber warning, continuing to behave in a way which is unsafe or making others unsafe • Physical violence • Verbal violence • Swearing • Stealing • Dishonesty – lying • Bullying of any kind • Racial comments • Refusal to follow instructions given by a member of staff • Damaging school or other people's property 	<p>Pupils who move into RED will:</p> <ol style="list-style-type: none"> 1. Have to explain the reason for their move to ensure they know what they have done wrong. 2. Year 1 in the first term will sit on the thinking chair for 5 minutes. 3. KS1 (Year 1 from Spring term) lose 5 minutes of playtime for each incident. 4. Apologise and reflect on their behaviour (as is age appropriately) 5. Be dealt with by the class teacher for the first red card, a member of the senior leadership team for the second and the Head Teacher for the third. 6. Parents are informed of the behaviour citing whether this is incident 1, 2 or 3 by text.

Key Stage 2 Behaviour Board

Behaviour	Rewards/ sanctions
<p>GOLD awarded for:</p> <ul style="list-style-type: none"> • Exceptional achievement (work, play, behaviour) • Exemplary attitude to learning 	<p>Pupils who achieve GOLD will:</p> <ol style="list-style-type: none"> 1. A gold sticker placed on their bookmark. 2. Mrs Briggs will visit class to congratulate them and write their name in the Gold Book. 3. Be congratulated by their class. 4. Parents are informed of their child's exceptional/ exemplary behaviour by text.
<p>SILVER awarded for:</p> <ul style="list-style-type: none"> • A super effort • Being kind and considerate • Being very polite and well mannered • Excellent attitude to learning 	<p>Pupils who achieve SILVER will:</p> <ol style="list-style-type: none"> 1. A silver sticker placed on their bookmark. 2. Be congratulated by their class.
<p>GREEN</p> <ul style="list-style-type: none"> • Everyone begins the day in green; new day - new start! • Everything is as expected (work, play, behaviour) 	<p>Pupils who remain in GREEN will:</p> <ol style="list-style-type: none"> 1. Be congratulated by their class.
<p>AMBER</p> <ul style="list-style-type: none"> • Behaving in a way which is unsafe or making others unsafe • Disrupting lessons • Wasting time in lessons • Spoiling other children's playtimes • Talking when the teacher is talking • Showing disrespect when speaking with a member of staff 	<p>Pupils who move into AMBER will:</p> <ol style="list-style-type: none"> 1. Will be given one warning and asked to explain what they have done wrong to ensure that they understand. 2. If repeated they will lose 5 minutes of play/lunchtime. 3. Apologise and reflect on their behaviour (age appropriately e.g. by letter) <p><i>If a child continues to repeat the same 'amber' behaviour they will be moved to red.</i></p>
<p>RED</p> <ul style="list-style-type: none"> • Following an amber warning, continuing to behave in a way which is unsafe or making others unsafe • Physical violence • Verbal violence • Swearing • Stealing • Dishonesty – lying • Bullying of any kind • Racial comments • Refusal to follow instructions given by a member of staff • Damaging school or other people's property 	<p>Pupils who move into RED will:</p> <ol style="list-style-type: none"> 1. Have to explain the reason for their move to ensure they know what they have done wrong. 2. Lose 10 minutes of play/lunchtime for each incident. 3. Apologise and reflect on their behaviour (as is age appropriately) 4. Be dealt with by the class teacher for the first red card, a member of the senior leadership team for the second and the Head Teacher for the third. 5. Parents are informed of the behaviour citing whether this is incident 1, 2 or 3 by text.

Follow up after RED behaviours

If a child has been moved to red, this will be recorded and the Key Stage Lead will monitor the number of incidents for each child. After a child has received three RED cards parents will be contacted to arrange a discussion with the head teacher to agree any appropriate action/sanction. This should take place as soon as possible and normally within a few days of the incident. After the sanctions for the incident have taken place and an improvement in behaviour has been demonstrated, a new start will be given for that pupil.

Playtime – Duty Member of Staff and Lunchtime – Welfare Assistants

Following a warning about unwanted behaviours, if a child's behaviour then moves into the AMBER zone they will be asked to stand outside of their playground space and 2 metres away from other playgrounds, for 2 minutes for children in Reception or Key Stage 1 or 5 minutes for children in Key Stage 2. If a child moves into any other of the behaviour zones, the same rewards and sanctions apply.

Behavioural Reports

On occasion these may be used in partnership with home to encourage a child to modify their behaviour. The report monitors pupil behaviour during each lesson, at playtime and lunchtime.

Exclusion

This occurs at the discretion of the Head teacher in consultation with other members of staff and is the final sanction. Parents would be informed of this and would need to comply with the regulations laid down by the LA.

At Hardy Mill we want to promote an environment where effective teaching and learning can take place. We want a school where children, staff and parents feel safe and can value and respect each other.

Preventative Action

1. Behaviour expectations are shared with the children at the start of the year at an age appropriate level.
2. The curriculum through PSHE is used to positively encourage acceptable behaviour through discussion and praise.
2. A whole school positive approach to behaviour discourages incidents of negative actions that cause discomfort, verbal harassment, threatening behaviour intimidation or peer abuse.
3. Staff set the example of safe, non-aggressive, co-operative behaviour when dealing with incidents in a calm and non-threatening manner. (see Anti-Bullying Policy)
4. In class discussion time will be used as an opportunity to talk about behaviour issues when appropriate.
5. Bullying is defined as activity of REPEATED aggressive behaviour intended to hurt another person, physically or mentally. Bullying is characterised by an individual behaving in a certain way to gain power over another person and will be dealt with in accordance with the Anti-Bullying policy.

Reviewed – November 2021