



### **Aims of this policy**

- To state the roles and responsibilities of all adults when managing children's behaviour.
- To state the procedures in place for reporting incidents of negative behavior including racism and bullying.
- To state the procedures in place for rewarding and sustaining good behavior.
- To outline all the facets of how positive behavior is encouraged, supported, and sustained.

### **Our school**

At Herrick we Enjoy, with effort we Achieve, friends, teachers, work and the environment all need to be shown Respect. These are the core values which we promote as a staff in a positive and progressive manner to the children of our school.

### **The Herrick Character**

We regard each and every child who comes to our school as unique and special. To help and guide the children in the development of their personalities we have determined a 'Herrick' character which focuses on the following aspects:

Courage – finder of the unknown  
Empathy – helper of others  
Integrity – maker of right choices  
Resilience – never give up  
Citizen – member of the community

The definitions of the character aspects we have made 'child-friendly' to ensure that they are easily understood by all our children.

As a staff we emphasise these character aspects in our conversations with the children, especially in the classroom and in the playground, as we believe this promotes an environment conducive to the learning we wish to provide for our children.

### **School Rules**

All pupils are expected to follow our school rules to help us to have a calm and well behaved school. Our rules are intended to promote the ethos of our core values as a school and serve to provide a framework for all pupils to support positive outcomes for all aspects of their education. Our agreed school rules are as follows –

- Move around the school sensibly and calmly at all times
- Be polite and well-mannered to children and adults
- Respect and be kind to each other and to the environment of the school
- Listen to each other and respect each other's points of view
- Respect other people's property.

### **The Rights and Responsibilities Charter**

At Herrick Primary School we have established a Rights and Responsibilities charter for our children. A copy of the charter is in our KS2 hall and is in every classroom. It is discussed and referred to with the children as it underpins the promotion of positive behaviour. The charter is as follows -

**Responsibilities:**

- To be accountable for your actions
- To respect others
- To speak with manners and listen to the opinion of others
- To work to the best of your ability

**Rights:**

- To enjoy and contribute to the school
- To be treated equally
- To speak without fear
- To have the freedom to learn

*Thus our mission statement, 'to give each and every child a chance', our promotion of 'enjoy, achieve, respect', the rights and responsibilities charter for each child, and the established and agreed school rules all serve to underpin our behaviour policy and hence the management of behaviour at our school.*

**Herrick Management Team**

The Herrick Management Team is a select group of children who have an influential and important role within our school. Comprised of the School Council (1 representative per class from Year 2 to Year 6), Red Hats (playground helpers), and F.A.B.'s (Friends Against Bullying) they work to help support the positive behavior management of all the children in our school. Each group meets with the Assistant Headteacher at least once a month and all meetings are minuted and recorded.

*The School Council:*

The School Council discuss current school issues and share ideas and thoughts as representatives of their classes. This may include decision making for deciding types of sanctions that should be given for incidents of inappropriate behavior, organizing and conducting school surveys / competitions, suggesting ways to improve the school environment, and evaluating classroom displays and the wider school environment.

*Red Hats:*

The Red Hats assist in the playground during lunchtimes and in the classrooms during wet play. They are organized and supervised by the Dining Supervisors. Duties may include setting up playground equipment, ensuring everyone has a playground buddy, setting up and playing games with the younger children.

*F.A.B.'s:*

The F.A.B.'s are trained and supervised by Mrs Sheppard. They assist in the playground each lunchtime (mini F.A.B.'s assist solely in the KS1 playground as they are all in Year 2). They are responsible for ensuring everyone plays nicely together and that everyone in the playground is being treated with respect and kindness. At times they will assist the Red Hats with setting up equipment and playing games, and acting as a playground buddy.

Every new child to Herrick is assigned a F.A.B. to play with at playtime as a way of ensuring everyone feels welcomed and no one is left out of games or activities. They meet with the Deputy Headteacher at least once a month to discuss behavior in the playground and any

incidents that may have occurred. They record incidents in their notebooks and these are passed to Mrs Sheppard at the end of each lunchtime. Mrs Sheppard and the Assistant Headteacher meet regularly to discuss the work of the F.A.B.'s and what their additional training needs are.

### **Behaviour in the playground / playtimes**

There are two playgrounds, one for KS1 and one for KS2.

The Behaviour Support Mentor (Miss C Broadhead) works with the Assistant Headteacher and Lunchtime Supervisor Manager to support all aspects of behaviour in the school playgrounds. This includes working with children experiencing difficulties in behaving appropriately, organizing and running activities for children, and collating all records of reported behaviour incidents that have occurred.

Morning playtime is monitored by a teacher and a teaching assistant in KS2, and by a teacher and two teaching assistants in KS1.

Lunchtime playtime is monitored by the Lunchtime Supervisors and the Behaviour Support Mentor and/or Assistant Headteacher.

Lunchtime Supervisors meet on the first Monday of each month with the Lunchtime Manager to discuss behaviour in the playgrounds. The minutes of these meetings are recorded and kept in the file marked 'Dining Supervisors Meetings'.

As a school we have established a set of playground rules:

- At the end of play time when the whistle blows all children to stand still
- We always use positive language and speak politely at all times
- Play in safe, specified areas
- Ask a member of the F.A.B or Red Hats team should you need any help with anything

### **End of playtime procedures:**

#### Morning Playtime:

KS1 children – The teacher on duty will call each class to line up.

KS2 children – The teacher on duty will call each class to line up.

Behaviour in the playground is monitored by the teacher and teaching assistant/s present during the morning playtimes (10.20 – 10.40 KS1, 10.15 – 10.30 Years 3 + 4, 11.15 – 11.30 Years 5 + 6).

#### Lunchtime Playtime:

KS1 children – Teacher on duty in the morning will blow the whistle - each class to line up.

KS2 children – There is a rota for each respective teacher and their required day for blowing the whistle at the end of lunch and overseeing the lining-up of all the children.

#### Lunchtime Playtime on the field:

During the summer term, weather permitting, the whole school will use the field for lunchtime playtime. For KS1 and KS2 the same activities that the children would be doing in the playground are done on the field, with the addition of there being additional opportunities for

children to play balls games such as football at this time as well. The playtime is supervised by the same personnel as would be on the playgrounds.

### **Behaviour in the classroom**

Individual class rules are discussed and agreed upon by all children in their respective classes.

All class teachers follow the same procedures for reporting incidents of negative behaviour which are as follows –

1. Verbal Warning
2. Incident recorded in Class Behaviour Book
3. Child sent to Phase Leader
4. Child sent to Deputy Headteacher / Headteacher

Parents are informed and invited to come into school to discuss their child's behaviour.

All classes are part of the 'Reach For The Stars' programme which encourages and rewards positive behaviour as one of its aspects.

### **Reach for the Stars programme**

Herrick stars/points can be awarded by ALL staff for any positive aspect of academic achievement, effort, politeness or kindness.

A child who collects 10 stars receives a Bronze Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 30 stars receives a Silver Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 50 stars receives a Gold Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 100 stars receives a Platinum Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 150 stars receives a Ruby Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 200 stars receives a Sapphire Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

### **Merit Points (KS2 only):**

There are 4 groups named after famous authors – Walliams, Morpurgo, Rowling and Wilson. Every child in KS2 is a member of a group and they remain the member of that group for the four years they are in KS2.

Merit points are given to children who demonstrate their responsibilities (listed as above according to the charter) and these can be given out by any member of staff. Children go to the office to complete the 'house points slip' which is filled out and signed by the awarding member of staff and then placed in the appropriate box by the child. During the assembly each Monday the running totals of group points are read out.

At the end of each term the winning group will be awarded GOLDEN TIME. This is an afternoon of activities planned and supervised by staff to reward the winning group for obtaining the most Merit points. At the beginning of a new term all Merit point totals are reset to zero.

### **SMART Awards**

Each week a child from each class from Year 1 to Year 6 is awarded a SMART award. The child receives a certificate and their name is read out in assembly. We aim to ensure that every child in each class is awarded at least once through the course of the year. The SMART awards are as follows – Word, Nature, 2D/3D, Self, Music, People, Number

### **Phone Home Friday**

Each Friday an outstanding child is selected from a class for this special award. The child selected has to have demonstrated aspects of the Herrick character and be a role model to others. The child's achievements are celebrated in the Friday assembly, and then their parents are contacted that afternoon by the Headteacher or Deputy Headteacher.

**Bullying** – please refer to our Anti-Bullying Policy (Appendix A)

**Racism** – please refer to our Anti - Racism Policy (Appendix B)

### **The reporting of incidents**

*In the classroom* – inappropriate language, incidents, or any behavior which contravenes school and/or classroom rules is recorded in the behavior book.

*In the playground*- inappropriate language, incidents, or any behavior which contravenes school and/or playground rules can be recorded by any supervising adult in the playground. Dining Supervisors record incidents in a notebook which is then passed to Mrs Morgan at the end of every lunchtime. Mrs Morgan records the child's name and nature of the incident on a card which is then placed in the appropriate Behaviour Black Box. (Boxes are labeled Phase 1, Phase 2, Phase 3).

The Behaviour Support Mentor records incidents from supervising T.A.'s.

Each Monday a.m. the Behaviour Support Mentor reviews all records of reported incidents. The name of the child and nature of the incident is then passed onto the office staff for entry into the SIMS Behaviour Management System. The Behaviour Support Mentor writes a weekly update on reported incidents in the playground and classroom for all classes from FS1 to Year 6.

*Incidents requiring medical attention*- children are taken to the First Aid Room. First Aid is administered by the School First Aider (Mrs D Naylor), or another qualified member of staff if she is not available. A completed medical slip is always provided to the child after medical attention has been administered. For injuries to the face and/or head, or if the child is in severe pain, has a temperature, or has been sick in school, a courtesy phone call is made to the parents to inform them of the situation.

### **The follow-up to the reporting of incidents**

The A.H.T. and Behaviour Support Mentor meet each Monday a.m. to review the reported incidents from the prior week. In the case of incidents that require urgent addressing, the A.H.T. and B.S.M. will meet immediately. Each incident and child is treated separately and appropriate follow-up action is discussed and agreed upon. This may include contacting the parents

immediately to arrange a meeting with the Headteacher or Assistant Headteacher in the most serious cases, placing the child on a Monitoring Report for a period of time, speaking to the child about the incident, and/or working with the child in class or outside of class.

### **Sanctions for misconduct / inappropriate behavior**

#### **Monitoring Reports:**

A child may be placed on a Monitoring Report by any senior member of staff, including the Behaviour Support Mentor. The reasons for placing a child on report will be always be in relation to the child behaving inappropriately. Incidents of theft, destruction of school property, physical violence, abuse, racism, bullying, may give cause for the child to be placed on report in addition to other sanctions being imposed.

The length of time the child is placed on report can be one week or two weeks depending on the reason and/or circumstances of the incident and/or child. An accompanying letter to parents informing them of why their child has been placed on a monitoring report is sent home with the child.

The monitoring report is completed for each lesson and playtime for each day that the child is on report. At the end of the monitoring period, the classteacher comments on the progress made during the monitoring time and the child completes the 'self-reflection' section. Parents may also write a comment on the report.

If a child is placed on 3 or more monitoring reports in any one half of term, a meeting will be arranged between the parents and the Headteacher / Assistant Headteacher / Behaviour Support Mentor to discuss the child. A letter is sent out to parents following that meeting detailing the outcomes agreed.

An exclusion may be authorised for the child if it is deemed appropriate to do so. Please refer to our Exclusions Policy (Appendix D) for the reasons for exclusion.

**Classroom:** Please refer to the above section 'Behaviour in the Classroom' for the sanctions procedures.

**Playground:** Minor incidents are dealt with supervising staff at the time. Children may be reminded of what appropriate behaviour should be, asked to apologise for their actions, or be given a 'time-out' for five minutes before rejoining the playtime.

**Racism:** Racist incidents will be recorded.

The Behavior Policy, including the sanctions and procedures for reporting and monitoring of incidents, will be reviewed annually.