



Hazelwood Schools

Positive Behaviour Policy

Reviewed and Adopted: **March 2019**

Reviewed by: SLT/LTS committee

Next Review: February 2022

Review every three years

<p style="text-align: center;">Hazelwood schools Positive Behaviour Policy</p>
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Aims

The aim of this policy is to ensure that we are a caring school community where every member feels valued and respected, and that each person is treated fairly and that our school Values are built on mutual trust and respect for all.

Hazelwood Schools supports the emotional and social development of every pupil through Values Education. As a school community, we believe the vision and mission of the school should be underpinned by core values which are taught explicitly in lessons and through our regular assemblies.

We have 6 core values: **Respect, Resilience, Responsibility, Fairness, Honesty and Understanding. Additional values will be added in Summer 2019.**

Our additional values were chosen by the whole school community.

These values are introduced and revisited on a two yearly cycle but are promoted consistently by all members of staff at all times.

The school expects every member of the school community to behave in a respectful way towards others; to respect staff, to respect the children's environment and to respect the children's learning and education.

We treat all children fairly and apply this positive behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and teamwork, as fostered through our values.

Consequences for inappropriate behaviour

Hazelwood Schools use the 'Good to be Green' positive system for behaviour and we link behaviour to our school values where possible. This system acknowledges (and rewards) good behaviour on a weekly basis.

Good to be green system:

EVERY MORNING ALL CHILDREN START ON GREEN (refer to image in appendix 2), REGARDLESS OF WHAT HAPPENED THE PREVIOUS DAY.

Our aim is always to change disruptive behaviour in a positive way, *e.g. praise other children to highlight expected behaviour, catch them being good, friendly reminders, moving children to a space where they would be more focused, asking them to be a "helper", etc.*

However, should a child continue to misbehave and not respond to more positive strategies, then these steps are followed:

A clear verbal warning **"You need to think about your behaviour and make different choices"**. If disruptive behaviour continues, a second warning will be issued reminding the child that the next consequence is a yellow card. Further disruptive behaviour will lead to the child being given a yellow warning card with an explanation that they need to change their behaviour, take responsibility and earn their way back to green. Once a yellow card has been issued, children will be given a further two warnings to change their behaviour before being given a red card. A red card is serious and should not be given easily - children should understand that it is a serious offence as it maybe disrupting their learning and that of others (refer to Appendix 2 on page 10).

Procedures regarding red cards:

1. Children on red cards may be sent out of class for a period of time (depending on the child and the severity of the behaviour) to another class or one of the Year group leaders, Assistant Head teachers, or in their absence the Deputy Headteacher or the Headteacher.
2. When children are sent out of class, they may be accompanied by a Learning Support Assistant or a responsible child, or with a note from the teacher to explain briefly why they got a red card.
3. Once they return, they stay on red as a reminder for the rest of the day at which time the teacher must encourage them to show improved behaviour the following day.
4. A red card means a phone call/verbal message and/or letter home (See Appendix 2). These letters will be handed to the parents/carers at the end of the school day or posted home if the parent/carer does not collect their child from school. The parent will be offered the opportunity to meet or talk with their child's class teacher and/or a member of the Senior Leadership Team to discuss their child's behaviour if they wish.

5. When a red card has been given, the child will spend a 30 minute reflection at lunchtime the following day with a member of SLT. During this time they will fill in a red card reflection sheet, discussing their behaviour with the SLT member. If necessary the member of staff will scribe for the child. Children will eat their lunch before beginning their reflection time.
6. Children in the Reception and Nursery classes will use a 'time-out' chair for children who may receive a red card, but these children will still receive a phone call or letter home.
7. The red cards will be recorded by the class teacher and will also be logged and tracked in the SLT red card log by the Senior Leadership Team.

It should also be noted that SLT may also contact parents/carers of pupils who receive numerous yellow cards on a frequent basis, as this may mean that there is an underlying problem/reason as to why the pupil is displaying consistently low-level 'Level 1' behaviour at school.

Occasionally, a child may receive an internal exclusion for receiving a red card, depending on their age and the severity of their behaviour. The child's parent(s)/carer(s) will receive a phone call from the school and a letter home (see Appendix 3). Children receiving an internal exclusion will be sent to another class within the school to complete directed learning provided by their class teacher.

If the child performs a dangerous or deliberate action that shows no respect for property or person such as fighting, causing harm, or vandalism, then the child could be given a red card immediately at the discretion of the class teacher or a member of the Senior Leadership Team (SLT). The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson. Refer to our separate Positive Handling Policy.

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- (a) committing any offence
- (b) causing personal injury to, or damage to, the property of, any person (including the pupil himself), or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise

Schools have a duty of care to all members of the community. On rare occasions, children who present a risk to themselves, other pupils or staff may become may need to be restrained. As a last resort, staff will use the recommended "Approach" positive handling technique when doing so. Please refer also to our separate Positive Handling Policy. Parents/carers will be informed of the use of this technique if it is used.

Playtimes, Lunchtimes and Assemblies

Adults outside at lunchtime will deal with behaviour issues. That might include giving children time out in a certain zone in the playground or holding the adult's hand (as would be age appropriate). If appropriate, a yellow card may be given. This should then be communicated to the class teacher when children are collected from the playground. However, for violent behaviour and deliberate action that shows no respect to property or person, the staff member on duty will bring the child to a member of the SLT. The SLT member on duty will deal with the situation and make a judgement as to whether their behaviour warrants a red card. Should the child be given a red card, the SLT member dealing with the situation will ensure the class teacher knows and will follow the red card procedures. The behaviour of some children is supported by attendance at our lunchtime clubs where children are able to access calming activities (Lego, drawing, playing games to relaxing music etc.) to enable a positive lunchtime experience.

In Between Times *e.g. moving between classes*

The staff member who witnesses inappropriate behaviour must deal with it at that time by linking the behaviour to our behaviour policy and school values (as appropriate). The adult will explain and make clear that the behaviour was inappropriate and may get the child to apologise verbally to the appropriate parties. If appropriate, that adult will award a yellow card and inform the class teacher. **If the situation is too serious to be dealt with only by having a discussion with the child, the child must be sent to one of the SLT members and they consider the sanction(s) to be taken.**

STRATEGIES

At Hazelwood schools, we use a variety of strategies to encourage positive behaviour and relationships including:

- Noticing and praising good behaviour
- Stickers to mark momentous learning
- At the end of each week the children who have stayed 'green', will get a 'Good to be Green' sticker
- Time out – giving the child the chance to improve their behaviour
- Keeping a child after the lesson to discuss behaviour and repair harm done to the relationship
- Individual Behaviour charts
- Headteacher awards e.g. stickers and postcards sent home to parents/carers
- Attendance and punctuality awards
- Values stickers
- House points and House point parties/celebrations.
- Strategic ignoring
- Showing good work to other teachers
- In-class sanctions *e.g. time-out*
- Making reasonable adjustments, *e.g. working on their own at a separate work station*
- Dealing with issues in Circle Time
- Relocating to a parallel class for specified period (with work)

- Informing parents/carers at home-time
- Letters/phone calls home
- Informing parents/carers in writing
- Missing a playtime/lunchtime
- Talking through and resolving the incident, recording where possible.
- Close monitoring of a child for specified period and logging of all incidents
- Investigating and recording behaviour on file

Exclusions

At Hazelwood schools, we recognise the damaging effects of excluding children as it leaves them open to further social exclusion which increases the chance of future harm. However, for serious incidents or frequent poor behaviour where a pupil has breached the behaviour policy, a pupil might be excluded from school for a given period of time; a fixed term exclusion.

Parents/carers will be contacted by telephone first and a letter giving details of the incident will follow immediately. A copy of the letter will be sent to the Chair(s) of Governors and the Local Authority.

If a pupil receives fixed term exclusion then their parents/carers will be expected to attend a re-integration meeting at the school with a member of the SLT upon the pupil's return. This meeting aims to support the child in having a successful return to the school.

Parents/carers have the right of appeal against the exclusion and should write to the Chair(s) of Governors, Nic Buckley or Sidrah Chowdry requesting a meeting within 15 school days with a panel of Governors to consider whether the exclusion was justified in terms of the school's behaviour policy.

There is also the possibility of permanent exclusion from school. The type of incidents that could warrant fixed term or permanent exclusions are outlined in Appendix 1 ('Consequence Card').

Bullying

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.

The class teacher may contact a parent if there are concerns about the behaviour of a child. However, if misbehaviour continues, the class teacher will seek help and advice from the year group leaders, Assistant Head teachers or Inclusion Manager, Deputy Headteacher or Headteacher. The school liaises with external agencies and professionals, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with the Local Authority Behaviour Support Service. Schools may consult with such professionals outside of the school without parents' permission.

In accordance with 'The Equality Act 2010'

Name calling and perception

*1.11 It is also unlawful to discriminate because of a characteristic which **you think a person has**, even if you are mistaken.*

Protected characteristics

1.9 It is unlawful for a school to discriminate against a pupil, prospective pupil, parent or member of school community by treating them less favourably because of their:

- *sex*
- *race*
- *disability*
- *religion or belief*
- *sexual orientation*
- *gender reassignment*
- *Marriage / Civil partnership*
- *Maternity*

Any alleged incident of discrimination or prejudice-based bullying is taken extremely seriously and will be investigated by a member of the SLT immediately, as this discriminatory behaviour does not support our values of Respect and Understanding.

Any racial incidents and serious bullying incidents (including homophobia) are logged and reported to the Local Authority and Governors, as part of their termly request for pupil pastoral data.

Health & Safety

Our Health and Safety procedures are set out in a separate policy and reflect the consideration we give to the protection of our children both within the school environment and away from school during educational visits.

Online Safety

Please refer to our Online Safety policy. We also follow guidance from DfE and the UK Council for Child Internet Safety (UKCCIS), as well as other professional organisations to ensure the safety of our pupils.

Any behavioural incidents that occur online involving our pupils, outside of school hours, will be dealt with in school once our pupils or parents report their concerns to a member of school staff. Occasionally, we may contact or seek advice from external agencies and professionals *e.g. the police, CEOP*

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school (refer to our Parent Partnership Policy). At the start of their first school year, parents/carers, teachers and pupils sign the permission checklist form which includes the home/school agreement. This states that the family will support the school's positive behaviour policy. We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have any concerns about their child's behaviour.

If the school has to use reasonable sanctions with a child, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented using the schools complaints policy.

In addition to this, we have a statement of expectation for all parents/carers in our school community (*a copy of which can be find on our school website*) and expect them to be good role models for positive behaviour and to model our Hazelwood school values at all times.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

Monitoring and Review

The Governing Body will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Body will pay attention to all matters of equality defined by the Equality Act 2010; it will seek to ensure that the school abides by the statutory and non- statutory guidance and that no child is treated unfairly because of protected characteristics.

The Governing Body reviews this policy regularly. The Governors may, however, review the policy early if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

APPENDIX 1

Guidance regarding levels of Behaviour linked to our school values

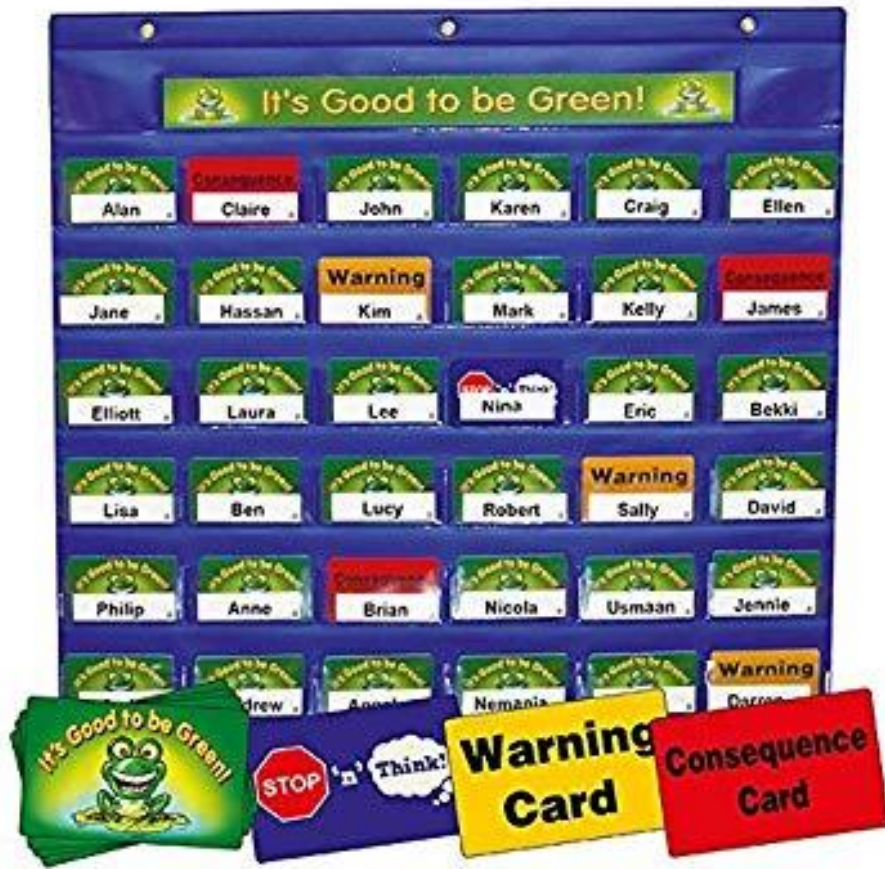
CLEAR VERBAL WARNINGS Level 1 Behaviour	‘WARNING’ CARD Level 2 Behaviour	‘CONSEQUENCE’ CARD
<ul style="list-style-type: none"> • Teasing/name-calling • Pushing/pushing in • Talking when teacher/TA/SA is talking • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils’ games • Play-fighting • Inappropriate cheekiness • Eating in class • Staying in their own playground 	<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Persistent hindering of other children’s’ learning • Arguing back or rudeness to staff • Deliberate defiance/disobedience • Spitting (<i>on the floor</i>) • Lying • Biting, hitting, kicking • Defacement <i>e.g. scribbling on desk or others’ work</i> • Graffiti / vandalism to property • Fighting – squabbles • Cussing and swearing <i>e.g. when they fall over</i> • Refusal to follow instructions • Frequent disruption of lessons 	<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Any ‘perception’ of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment (in line with the Equality Act 2010). • Persistent disruption of lessons • Vandalism – deliberate damage to school property • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting <i>at</i> others • Fighting – thuggery • Verbal/physical abuse of staff • Using swear words in a violent or intimidating way • Persistent hitting • Causing bodily harm • Biting and breaking the skin • Possession / use of weapons, drugs, alcohol or cigarettes. • Purposeful, unsafe behaviour online <i>e.g. texting offensive messages to other pupils on mobile phones/through online gaming.</i> • Sexting – producing and/or sharing of sexual photos or videos of and by young people under the age of 18. • Sexual Violence and Sexual Harassment • Leaving the classroom without permission

Learning Support Assistants and Lunchtime Supervisory Assistants monitor lunchtime behaviour and record serious incidents or patterns of lower level behaviour. Serious incidents can be dealt with by referral to the Senior Leadership Team, according to the context of the situation.

These notes are for guidance and the severity and context of the behaviour are taken into account when deciding upon future actions. Some red cards may also trigger safeguarding protocols and/or additional sanctions under existing policies.

The strategies for dealing with the break down in relationships are judged by the Headteacher/SLT according to the age, needs and situation of the child and the context in which the problems arose.

APPENDIX 2 – GOOD to be GREEN POSITIVE BEHAVIOUR PROMPTS AND REWARDS



APPENDIX 3 – RED ‘CONSEQUENCE’ CARD PARENT LETTER

Date:

Dear Parent/Carer,

Further to our telephone conversation/conversation earlier today, your child received a red card today for the following unacceptable behaviour:

.....

which does not model our Hazelwood schools values of:

.....

..... will as a sanction.

Thank you for your continued support.

Yours sincerely,

(Name and role)

APPENDIX 4 – INTERNAL EXCLUSION PARENT LETTER

Date:

Dear Parent/Carer,

Further to our telephone conversation earlier today, your child
received a red card today for the following unacceptable behaviour:

.....

which does not model our Hazelwood schools values of:

.....

Due to the serious nature of this type of behaviour, will be receiving
an internal exclusion tomorrow morning. This means he/she will not be learning in
his/her own class, but will be sent with Year work to complete in another class
within the school.

Yours sincerely,

(States the name of the SLT member)

(States the role of the SLT member)