

HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE



ETHOS & BEHAVIOUR FOR LEARNING POLICY

Our Vision Statement

"Our vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well being."

Change record:

November 2017	LAPD Committee	Update of 2016 policy
July 2019	SLT	Update
December 2021	SLT	Update
July 2023	Tom O'Flynn/LAPD	Update
January 2024	LAPD	Updated

HITHERFIELD PRIMARY SCHOOL – GROWING TOGETHER

OUR VALUES AND ETHOS

At Hitherfield School we have high expectations of all our children, encouraging them to always do their best regardless of their gender, ethnicity, additional needs or beliefs.

We are committed to educating in a holistic way, focusing on the social, moral, creative and artistic as well as the academic.

We have worked hard to build a school community with positive relationships based upon mutual respect and support. We are proud of the cultural diversity that makes up our school community, seeing it as a strength that we should celebrate.

We help children see the importance of taking responsibility for themselves, their actions and their learning. Ultimately, this encourages them to become independent learners and active members of society

With all this in mind we at Hitherfield hold 6 core values close to us and we embed these values into everything we do. They are:

- **RESPECT** - due regard for the feelings, wishes, or rights of others.
- **UNITY** – working together as a community
- **EXCELLENCE** – developing our strengths and confidence
- **DETERMINATION** – working hard and with purpose
- **TRUST** - a firm belief in the reliability, truth, or ability of each other
- **EXPLORE** - travel through (an unfamiliar area) in order to learn about it

Behaviour Policy

This policy sets out the expectations of behaviour at Hitherfield Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the values and ethos of our school and with the PSHE (Personal, Social and Health and Economic Education) program because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school's Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school vision
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount.

Relationships should be based on **fairness, honesty, courtesy and consideration.**

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management (See also Learning and teaching policy, AfL guidelines)
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games, lunchtime club)
- Personalised programmes/ support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and attending to incidents around school.

Early Years

See the Early Years policy for information about how we support good behaviour in the Early Years.

Behaviour Management Plan

Our behaviour management plan has four key aspects: rules, emotional literacy (zones of regulation), recognition and consequences.

Everyone in our school has the right to.....

- learn
- be respected
- be safe

Therefore everyone is expected to follow these whole school rules:

- ✓ **Do be gentle** – Do not hurt anybody
- ✓ **Do be kind and helpful** – Do not hurt people's feelings
- ✓ **Do work hard** – Do not waste your or other people's time
- ✓ **Do look after property** – Do not waste or damage things
- ✓ **Do listen to people** – Do not interrupt
- ✓ **Do be honest** – Do not cover up the truth

At the start of the school year, classes will agree to the rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Every class should display the school rules poster and have a behaviour board which is backed with hessian and has a gold border. Also see Teaching and Learning policy for guidance on what should be on the behaviour board.

EMOTIONAL LITERACY- ZONES OF REGULATION

We are introducing the Zones of Regulation, which is a complete social-emotional learning curriculum, which we will use to teach children self regulation and emotional control. It provides a simple, common language and visual structure, making the complex skills of emotional regulation more concrete for the children. The children will learn to regulate their 'zones' to meet their goals and task demands, as well as supporting their overall well-being.

All staff will also have Zones of Regulation Emotion Wheels displayed on their lanyards to use as a visual reference if needed.

THE BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored.

THE GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organised, and connected in the Green Zone, helping us to be primed to learn. However, we can learn in other Zones too.

THE YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

THE RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

Although it is 'Good to be Green' all the zones are ok! We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in.

Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

Recognition and Rewards

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and constructive PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility. These include:

- Constructive praise and positive individual or group recognition
- Positive recognition to parents at the end of the session/ day
- House points awarded (Gold Tokens)
- Showing work to another adult/ class/ Headteacher
- Good News Cards given to children who demonstrate the school values and specific learning dispositions (No more than 2 children per week in each class) - Names in the Herald each week.
- End of Year Achievement/Values Awards

Class teachers can develop their own whole class collaborative reward system as long as it fits into the main aims of this behaviour policy and is based on the Hitherfield values and dispositions. e.g. marbles in a jar that all children add to. This reward should be on site, no more than an afternoon in length and no more frequent than once every short term.

House point system

All children belong to a house group in which they remain. House points can be awarded by any member of school staff. Each week the children add their house points to a collective score for their house and the winner for the week is announced in assembly and displayed on the noticeboard. Each term the winning house gains an award e.g. a trip to the park

Unacceptable behaviour

Despite positive responses as a means to encourage good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

Within the classroom and playground, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom/playground and/ or being sent to the Head of School or Executive Headteacher.

Consequences (see visual behaviour chart)

- Step 1 – Verbal warning
- Step 2 – Warning Card (5 minutes Time Out in class)
- Step 3 – 5 minutes Time Out, in another classroom (turn warning card on its side) The aim of this is to avoid further confrontation.
- Step 4 – Red Card (sent to AHT/HoS) – sanction given if appropriate + email home from AHT*
- Step 5 – EHT/HOS called – followed by one day internal exclusion and parents asked to come into school.
- Step 6 – External exclusion (decision made by EHT/HOS)

Reasons for a warning card - Low level negative behaviour (teachers can remove the card if behaviour is rectified)

- ❖ Calling out
- ❖ Noise that is inappropriate to the task.
- ❖ Not walking sensibly around the school.
- ❖ Swinging on a chair.
- ❖ Not standing still when the bell goes.
- ❖ Wasting one's own or others' time/not focusing on work.

Reasons to go straight to a red card (Step 4)

- ❖ Swearing/cussing
- ❖ Discriminatory incident (religion/race)
- ❖ Disrespecting adults
- ❖ Damaging property on purpose
- ❖ Lying to an adult
- ❖ Being dangerous (including play fighting)

- ❖ Not wearing correct uniform after formal warning letter

Reasons to go straight to internal exclusion (Step 5)

- ❖ Fighting to hurt
- ❖ Swearing at an adult
- ❖ Stealing
- ❖ Destroying property in anger

Reasons to go straight to an external exclusion (Step 6)

- ❖ Hurting an adult on purpose.
- ❖ Not stopping fighting when an adult intervenes.
- ❖ Being out of control.

The consequences are displayed in class so all children are aware of the sanctions that they will receive for negative behaviour. This is displayed alongside the school rules.

* 3 red cards will result in an internal exclusion and a letter home from the HOS. Children who are on an internal exclusion will not be permitted to have lunch with their year group for the whole week. The child will also miss out on any end of term rewards.

Consequences will be recorded in class using the 'Good to be Green' wall chart. If a child has reached step 4 for any reason they need to be sent to a member of SLT.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Friendship Agreements

Friendship agreements are used when two or more children have been unable to maintain a positive relationship despite adult support. Friendship agreements are non-judgemental, agreed with the children concerned and reviewed regularly.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and working in partnership with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy and Assistant Head may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist. Sanctions for these children may also be changed to make them more appropriate to the child's needs and understanding.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot

either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in [strict guidelines](#) whenever a child is excluded from school.

Recording, monitoring and evaluating behaviour

Teachers should speak to parents/carers if a child's behaviour is causing concerns.

Step 4 and 5 incidents are recorded. The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.