



# Higher Failsworth Primary School

**'Working together for an Education for Life'**

## Behaviour Policy

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Date of last review:	
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Staff Member:	Deputy Headteacher
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***“Pupils are well mannered, respectful and caring towards each other. Pupils’ behaviour in lessons and around the school reflects leaders’ high expectations. Pupils can get on with their learning with very few distractions” (Ofsted, February 2023).***

## **Introduction**

At Higher Failsworth Primary School, we aim to ensure that all members of our school community are within a safe, caring and positive environment where they are appreciated and valued as individuals and given the opportunity to succeed.

We aim to help children to develop into positive, responsible and increasingly independent members of the school community and help them to understand how making the right choices can have a positive impact on their learning.

## **Aims**

We believe that for effective teaching and learning to take place all members of the school community should strive to demonstrate positive behaviour.

We aim to do this by:

- Promoting respect for others, ourselves and our environment.
- Rewarding good behaviour and celebrating success.
- Promoting self-discipline and high self-esteem.
- Being fair and consistent in our approach and response to both positive and negative behaviour.
- Acknowledging that all children are different and some require different methods of behaviour management.
- Providing an environment that is purposeful, calm, secure, and safe from disruption.

## **Roles and Responsibilities**

Promoting positive behaviour requires the commitment of all members of the school community.

To be able to succeed we expect:

- All members of school staff to apply this policy consistently and fairly and to model positive attitudes and behaviour.
- All pupils to do their best to follow the school rules and take responsibility for their own actions.
- Parents and carers to support us in implementing this policy.
- Governors to apply this policy consistently and fairly.

## Practices and Procedures

### School Rules

Across school, we have four main rules which children and staff worked together to establish;

- Be Safe
- Be Polite
- Be Kind
- Be Learners

These rules make up the basis of our behaviour policy and are the things we expect from all members of our school community. Children who do not follow our school rules will have sanctions put in place such as the loss of dojo points or reflection time being given.

### Class Dojo

As well as using it as a tool to communicate with parents, we also use Class Dojo in school as part of our behaviour system. In class, children receive dojo points for following their school and class rules. Dojo points can also be taken off children for negative behaviour as part of our general behaviour system.

### General Behaviour System

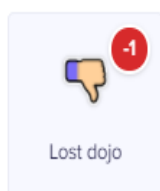
At the start of the day, each child begins on a green card to show that they are making the right choices and following the school rules. Continuing to do this will keep them on a green card throughout the day. This system is displayed in the classroom to allow members of staff to see which stage the children are on and give the child a visual representation.

If a child is making the wrong choices and not presenting the expected behaviours, then a member of staff will issue a warning, explaining what behaviour they are showing and why it is not acceptable. They will also explain that this is a warning and if the behaviour continues it could result in further action.

Members of staff follow the below procedures for continued unacceptable behaviours.



**Warning given**



**Dojo lost**



**Warning given**



**Yellow Card  
Reflection**



**Warning given**



**Red Card  
Reflection**

We understand that everyone can make mistakes and sometimes present the wrong behaviours. Due to this, this process is a two-way system so children can earn back their chance to be on a green card by the end of the day by choosing to change their behaviour and instead follow the school rules.

Ending a day on a yellow and red card results in reflection time being had by the child over a break and/or lunch time. The amount of time lost is different in foundation stage, key stage 1 and key stage two to be relevant to the age of the child.

### Grey Cards

In exceptional circumstances, children may be given a grey card as the behaviour they have demonstrated is unacceptable at school and a sanction will be put in place. These behaviours have been suggested by children and agreed by staff:

- Violent behaviour including play fighting, spitting etc.
- Derogatory name calling (such as comments about appearance, sexuality, disability etc.).
- Homophobic or racist language.
- Deliberate damage to property.
- Inappropriate comments or swearing.
- Disrespecting a member of staff.
- Refusal.

Receiving a grey card will cause children to take part in a longer reflection time to help them unpick why the behaviour is not acceptable and to develop strategies to understand how they would react differently in the future.

### Reflection Time

During reflection time, the child will have the opportunity to reflect on the incident which occurred and better understand why the behaviour is not something which we will accept within our school community. They may speak to a member of staff, complete a reflection sheet or have some quiet time to think about this independently depending on the age of the child and the incident.

	Foundation Stage	Key Stage 1	Key Stage 2
Yellow Card	3 minutes	5 minutes	10 minutes
Red Card	5 minutes	10 minutes	15 minutes
Grey Card		15 minutes	30 minutes

### Reporting and Recording

Red and grey cards are recorded on our school system (CPOMS) and any derogatory language or racism has to be reported to the local authority. These records are monitored by our senior leadership team and repeat offenders are discussed along with Miss Warburton (lead on behaviour) and Mrs Lawson (SENCo) to see if alternative provision is required.

Parents or carers of children who have ended the day on a red or grey card will be informed by a member of school staff as soon as possible by the staff member. This may be through a message, phone call or face to face discussion depending on which is deemed to be the most appropriate.

If a child has been given multiple red and/or grey cards, a more detailed meeting/discussion may be arranged with parents or carers to agree a plan of support for the child to improve their behaviour. As part of our policy, school expects parents and carers to support any decision making to help the child choose the correct behaviours in future.

If a child is given 5 red and/or grey cards, they will be expected to attend a reflection time where a member of the senior leadership team is likely to become involved and different provision may be applied at the times the child is struggling to manage their own behaviour e.g. alternative break time provision.

### **Positive Recognition**

In school we recognise and celebrate that the vast majority of our pupils follow our school rules at all times and are exceptional members of our school community. We do our utmost to celebrate these children and promote a continued choice in these behaviours.

- **Always Green**

Children who manage to stay green for a full term will receive an 'Always badge'. This is to acknowledge that they have consistently made the correct choices in school and have followed our school rules. If a child is green for one term they receive a bronze badge; for two terms a silver badge and for the whole year a gold badge.

- **Merits**

Each week we hold a merit assembly where children's achievements are celebrated amongst their peers. Each class teacher chooses two children who have done something exceptional that week from a piece of work they have produced, the effort they have put into getting better or the way they have supported others. During the assembly, the teacher will share who these children are, explain what they have done which deserved to be recognised and award them with a certificate.

- **Little Gems**

During merit assembly, each class teacher also chooses two children who have been 'Little Gems' that week. This means they have demonstrated the school rules and values in some way. These children receive a sticker within the assembly.

- **Kindness**

Each week, a class member is also recognised and given a 'Kindness Award'. This may be for the way they have supported someone in their class or because they have helped a member of our school community.

- **House Points**

Every child in key stage 2 belongs to a 'house' in the school – Earth, Air, Fire and Water. At the end of each week, the dojo points each child has received is collected and a winning house is announced in merit assembly. There are nominated Year 6 captains for each House and they accept the 'House Cup' on behalf of their House.

The House with the most winning weeks at the end of each term receives a non-uniform day as a reward.

- **Top Dojo**

At the end of each week, the child with the most dojo points in KS2 is also celebrated in merit assembly.

KS1 and Foundation Stage roll over their dojo points and give individual prizes when children hit key targets, e.g. 50 or 100 dojo points.

At the end of the year, three children from each class with the highest number of dojo points will receive a prize according to the number of points they have received.

## **Alternative Provision**

We also recognise that some children may need alternative provision.

- **Other Reward Systems**

Some classes have devised their own systems of rewards to suit the needs of the children within the class such as Class Treat Points. Sometimes other children are also involved in nominating others for good behaviour and attitude e.g. Star of the Day and Good Citizen Awards.

- **Children with Social, Emotional and Mental Health Difficulties**

Some of our children are identified as having additional needs with regard to some aspects of their behaviour. These children are identified by the class teacher and/or the pastoral team in consultation with their parents or carers.

For these pupils the usual range of rewards and sanctions may not be appropriate. As an alternative these children may have:

- A provision map.
- A pupil passport.
- An individual behaviour plan and risk assessment.
- A care and support plan.
- Statements of special educational need or an education, health and care plan.

These plans may carry their own short-term rewards and sanctions outside those followed by the rest of the school. They may include specific management systems such as the 'minutes system' or 'gain 10 system'. These are shared with all members of staff who work with the child.

- **Removal from classrooms**

At times, it may be appropriate for a child to be removed from their regular learning environment. On these occasions, the school will follow the DfE guidance as displayed in the 'Behaviour for Schools' document. Here it states that removals can be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

This type of removal is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removals are also different from the use of spaces where a child is taken out of the classroom to regulate their own emotions using spaces such as the sensory room for a short period of time.

- **Fixed Term and Permanent Exclusions**

On rare occasions, the Headteacher may have the need to exclude a child from the school. In doing so, the Headteacher will follow the LA (Local Authority) guidelines.

- **Lunchtime Supervision**

Midday Supervisors are expected to follow this Behaviour Policy consistently and fairly, however it is not appropriate for Middays to apply some of the sanctions. Sanctions used at lunchtime are:

- A reminder of the school rules.
- A warning that the behaviour is unacceptable.
- A chance for the children to remove themselves from the situation for a few minutes to discuss the behaviour.
- Discussion with the class teacher or other appropriate member of staff to share the behaviour happening.
- In cases of severe disruptive and/or dangerous behaviour a senior member of staff is sent for to deal with the situation in situ.

- **Team Teach**

As part of our whole school staff training, staff take part in Team Teach training. This is a nationally accredited behaviour management strategy which creates its aims through the promotion of de-escalation strategies and the reduction of risk and physical handling, to support teaching, learning and caring by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Team Teach Behaviour Management is:

- 95% non-contact de-escalation techniques
- 5% positive handling to ensure the safety of the pupil and/or those around them
- It is **ABSOLUTELY NOT USED AS A PUNISHMENT**

Any physical handling of pupils is in keeping with the guidelines issued under the Children's Act (1989) and the Department of Education guidelines on Restrictive Physical Intervention.

Use of physical intervention follows the guidelines of what is reasonable, proportionate and necessary. It is used in instances such as when a child is a danger to themselves; are a danger to others or are causing serious disruption to a learning environment.

Where a child's needs are such that physical intervention is likely to be needed on a more regular basis a Physical Intervention Plan will be created. There may be times when physical

intervention is needed without prior discussion with parents. In such cases parents will be contacted to discuss the incident and the action that school took.

In all cases of physical intervention, a record is made and will be kept for 75 years since the child's date of birth.