

HARVILLS HAWTHORN PRIMARY SCHOOL



CODE OF CONDUCT POLICY

September 2018-2020

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Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated and well equipped.

This Policy will be available on the school's website, outside the school office and within the school prospectus. The Policy will be reviewed annually.

Aims

- To create a happy atmosphere where effective teaching and learning can take place
- To encourage responsible behaviour, self-discipline and self-esteem
- To develop a safe, caring, happy environment
- To foster mutual respect between adults and children
- To develop an understanding of co-operation and consistency
- To encourage the involvement of both home and school in the implementation of this Policy.

Classroom Discipline

The expectations of the classroom teacher are the basis upon which good school discipline is established. Expectations should be high and based on equality, respect and fairness. Children should be secure in the knowledge that they are appreciated and valued. Clear boundaries should be set, and adhered to. Lessons should be broad and balanced, well paced, and work set should be appropriate, interesting and progressive; children should be actively involved. Enthusiasm, humour and also classroom layout are important in creating a positive classroom environment. Support, in its many forms, should be available for those children who need it and resources should be accessible. When grouping children, not only should their ability be taken into account, but also their willingness to co-operate with others. Wanted behaviours should be modelled, praised and rewarded.

All children should be given the opportunity to develop:

Skills for learning

Thinking skills

Self-awareness and confidence

Social skills

Self-control and management of behaviour

Appropriate values and attitudes.

Assemblies, SMSC lessons, Circle Time, P4C and Inspire workshops for parents and other such programmes can be used to teach, encourage and reinforce these (see DCSF Promoting and Supporting Positive Behaviour in Primary Schools)

Through the help, advice and leadership of *all* adult staff, pupils are expected to be aware of the following in order to encourage good behaviour within school and beyond.

Self Discipline

Each child is responsible for his/her actions and the controlling of their emotions.

Responsible Behaviour

Individuals are responsible for their own behaviour. They should be aware that any actions they take will affect others. Examples must be made of any extremes, in order to point out to others how accidents/events can occur.

Good Manners

These are essential for both school and working life.

Inappropriate Language

Need to understand the impact that inappropriate language has on moral values.

Attendance and Punctuality

This is an important part of self-discipline which leads to becoming a responsible person. See Attendance Policy

Consideration and Respect

These are essential throughout the school day and are the basis for life in the community.

Honesty

Everyone must be encouraged to own up to any wrong which they may have done and, although there will be consequences, they should be commended when they do so.

Respect for Property

Pupils must be taught, through example, to respect all items and resources within the school. They must learn to take pride in their surroundings, including the playground areas.

Rules

Everyone has a right to be treated with respect, to be safe, to learn, to make mistakes and to be listened to. Rules should be positively stated and appropriately displayed.

In the classroom and around school

1. Each class will have a maximum of 5 rules agreed between teacher and children.
2. The wording will depend on the age of the children, but should be based on the following:
 - Stop, look and listen when an agreed signal is given.
 - Raise hands to speak or answer a question
 - Keep hands, feet and other objects to yourself
 - Treat others with respect
 - Respect the school's, and other people's, property.

3. Rules will be displayed in the classroom.
4. Children must understand the consequences of ignoring the class rules.

At Lunchtimes

- I. Show politeness and good manners to everyone
- II. Show politeness and good manners when eating in the dining hall
- III. Speak politely and respectfully to everyone
- IV. Follow all instructions
- V. Stop when the bell/whistle goes and enter school quietly.

At Playtimes

- I. Stay in the playground or on the field
- II. Play together sensibly and look after one another
- III. Speak politely and respectfully to everyone
- IV. Follow all instructions
- V. Stop when the bell/whistle goes and enter school quietly.

Rewards

Rewards should: -

- Encourage positive self-esteem
- Be a recognition of achievement (learning and behaviour, verbal and non-verbal)
- Emphasise wanted behaviours
- Provide positive feedback.

Any member of staff who comes into contact with the pupils can give rewards. They include house points, merit stickers, certificates, extra playtimes and other incentives.

House Points

All children are allocated a house on entering our school. The houses are: Eagles, Ospreys, Falcons and Hawks. The children are awarded coloured tokens to represent the house points they earn. During the awards assembly, these house points are collated and displayed in the hall. The house that earns the most house points for that week will receive an extra 10 minutes playtime on a Friday. The overall winner for the half term, and ultimately the full year, will be awarded the house cup, which is displayed in the school library.

Merit Certificates

Each class teacher will award a merit certificate to one child each week. This will be handed out during the Friday Celebration assembly.

Head Teacher Awards

At the end of every half term, each class teacher will choose one child from their class to receive the Head Teacher's Award. This child will receive a certificate, a £5 gift voucher and tea and cakes with the Headteacher.

'Staying on Green' Merit Certificates

The children who remain green on the school's Behaviour Recovery Programme for a full week receive a 'Good to be Green' sticker. Green time is also awarded to these children and this takes place on a Friday. Children are given a choice of different activities to do. Merit certificates are awarded at the end of the half term if a child has stayed Green.

'Harvills' Green Time.

The children who remain green on the school's Behaviour Recovery Programme for a complete half term are invited to Harvills' Green Time. Snacks and drinks are also provided. Those children who remain 'on green' for the full year, go into a draw to win £50 gift voucher.

Consequences

When problems arise, the adult supervising the pupils should deal with them first and foremost. A non-confrontational solution should be sought and the matter brought to a conclusion with the minimal amount of disruption. The Behaviour Recovery System will be used if necessary. If this is not possible, then the matter should be referred to the appropriate adult. Any undesirable items e.g. weapons and harmful substances will be confiscated immediately (see Drugs Policy and "Guidance on Drugs in Schools" www.teachernet.gov.uk/wholeschool/behaviour/drugs)

All incidents of racist behaviour will automatically be reported to the head teacher, who will then report it to the LEA (see "Schools Race Equality Policies" Reference DFES-1124-2004 www.teachernet.gov.uk).

Classrooms and Playtimes

Learning Support Practitioners
Teaching Staff
Other members of SLT
Assistant Head Teachers
Deputy Head Teacher
Head Teacher

Lunchtimes

Dining Supervisor
Senior Dining Supervisor
Assistant Head Teachers
Deputy Head Teacher
Head Teacher

NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external exclusion following Local Authority procedures.

Managing Behaviour

Handy tips for managing behaviour in the classroom:

Set, and share, clear and appropriate expectations with the children in the class e.g. required noise level and atmosphere for the task, time targets and quality and amount of work expected.

When considering strategies to use, analyse the cause. Is it something that could be solved by classroom management? Areas to consider:

- Differentiation/learning styles
- Clarity of instruction
- Pace of lesson
- Motivation/interest

- Understanding of the task
- Appropriate groupings and seating plans
- Communication (including eye contact, body language, voice)
- Accessibility of resources
- Layout of furniture and positioning of adults at key times
- Routines
- Problems/issues with peers

Respond to the behaviour assertively, making reference to the pupil's responsibility to his/her learning and behaviour. Ensure you use a non-confrontational approach and that the pupil understands which rule he/she is breaking. Explain that the behaviour is unacceptable and why. If necessary, use the school Behaviour Recovery Programme.

Behaviour Recovery

Behaviour Recovery is an educational alternative to exclusions. It provides a positive and structured support framework for pupils, staff and parents. Its primary aim is to get children's behaviour back on track as quickly as possible to enable them to return to their learning.

It incorporates the clear use of boundaries that lead to consistent consequences if breached. Its ultimate purpose is to support the development of positive and healthy pupils who have strong sense of self-efficacy when managing situations they find challenging. The net result is a stronger sense of empathy and care for others, combining positive feelings with high self-esteem and psychological wellbeing.

Behaviour Recovery during Lesson time

Some examples of unacceptable behaviour that will result in movement through the Behaviour Recovery chart:

- Constant interruptions
- Refusal to work
- Refusal to follow instructions
- Inappropriate noises
- Work avoidance tactics
- Distracting others
- Lying
- Minor name calling.

These are the stages and are recorded on a chart displayed in the classroom.

1. **The Look** - A non verbal signal to be given as a reminder for positive behaviour
2. **The Warning** - A quiet word, warning of future sanctions if the right choice is not made. Children can 'recover' back to Green from this point.
3. **Thinking Zone** - Child moves to sit within the 'Thinking Zone' within the classroom. It is a time to reflect and for the pupil to calm down. If a child gets to Thinking, they will automatically receive a playtime sanction. This will be recorded on the Sanctions calendar. Children cannot recover from this point on the programme.
4. **Parking** - This should involve prior arrangement with a teacher in another class. Following persistent non-compliance, a pupil is accompanied (by an adult) to another classroom and seated alone at a table. This should last for no longer than 45 minutes. If a child gets to Parking three

times in one week, the class teacher must inform the parents, either by speaking face-to-face or by telephone. We must communicate with our parents regularly and work together to support children in making correct choices.

5. **Blue Sky** - This is an opportunity for the child to calm down and regain control over their behaviour. Simple activities such as colouring or puzzles could be provided as this may assist the child in calming down. A pupil should remain in this area for up to 45 minutes.. The class teacher or member of the SLT must then carry out a Behaviour Recovery conversation. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom. Blue Sky is not part of the sanction process and is merely the language we use to offer children time to recover their behaviour and be ready for learning.
6. **Red Sky** - If a pupil continues to be non-compliant, they will be excluded internally for a short period of time. They means they will miss the next playtime and lunchtime after the Red Sky being issued. Pupils are allowed 6 Red Skies each half term and then the 7th Red Sky may result in a fixed term exclusion.

The following will also happen:

- 3 x Red Sky = a Behaviour Plan will be issued by the member of SLT manning the Red Sky sanction. Class teachers will be expected to share this with parents. It will last two weeks and should inform conversations between parents and class teachers. At the end of the week, copies will be given to the parents and SLT.
- 5 x Red Sky = Phase Leaders to contact parents for a meeting (either in person or via telephone) to discuss school's concerns and offer support to the child and parents.

If the SENCO or SLT deems it appropriate, the child may be placed on the SEND register and an IEP will be issued.

The playtime and lunchtime Red Sky will be manned by a class teacher or a member of SLT. Adult attention should only be given to reinforce wanted behaviours. **Parents will be informed of the internal seclusion via a text message. If necessary, they will be invited to a meeting to discuss the matter further.**

7. **The Bottom Line** - For incidents of a serious nature, children will be accelerated straight to Red Sky. This will be known as 'The Bottom Line'.

Examples include:

- Threatening or violent behaviour towards pupils or staff (carried out with malice). This includes swearing.
- Continual Defiance
- Racist, homophobic or sexist behaviour or language.
- Stealing

NOTE: RED SKY INCIDENTS MUST BE RECORDED ON SAFEGUARD AS AN INCIDENT, NOT A CONCERN. THIS MUST BE DONE AS SOON AS POSSIBLE.

Re-integration and Re-entry

A key principle behind the Behaviour Recovery Programme is to allow pupils to recover their behaviour. In other words, to calm down and think about their behaviour so they can return to the teaching and learning situation as soon as possible.

When reintegrating a child, consider these points:

- Seating plan
- Welcoming the pupil
- Allowing time for the pupils and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour
- Not insisting on a public apology
- Praising positive behaviours in a non-counterproductive way
- Re-establishing rapport and continuing to build relationships.
- Re-introducing the curriculum and accounting for missed learning steps.

Behaviour Recovery steps at playtime and lunchtime.

These are the steps we follow during these times:

1. The Look
2. The Warning
3. If a child continually does not make the right choice, or if it is a bottom line offence, children will be given a Red Sky.

Language of Behaviour Recovery:

- State what you need to see happening (be explicit)
- Offer time, if appropriate, to make the correct choices e.g. "I'm going to give you one minute to follow my instruction. If you make the right choice and do as I've asked, that will be fantastic. If you choose not to, then you will have to move on Behaviour Recovery."
- Refer to school rules and depersonalise the situation
- ALWAYS use the displayed Behaviour Recovery steps when implementing checks, boundaries and sanctions.
- Discuss choices- both the positive and negative behaviour choices
- Never shout. We have a 'No Shout Policy' that must be adhered to at all times.
- Never ask 'behavioural questions e.g. "why are you...?"

NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external exclusion following Local Authority procedures.

A meeting with the parents will be arranged and an exclusion or reduced timetable may be necessary.

Respite places at KS2 PRU, involvement of the Preventing Primary Exclusions Team (PPET) or a managed transfer to an alternative school may also be considered.

What about children who don't complete their home learning?

The expectation is that children will complete their home learning and teachers will keep a record. Should children not return their home learning, they will complete it in sanction on a Monday. Should children not return their Learning Log three times within a half term, a letter will be sent home to parents.

Exclusions/ Role Of Governors.

A decision to exclude a pupil should be taken only:

- (a) **In response to serious breaches of the school's Code of Conduct Policy:** and
- (b) **If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

Only the head teacher (or in the absence of the head teacher a member of the Senior Leadership Team) can exclude a pupil.

A decision to exclude a child **permanently** is a serious one. It will be usually the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to exclude a child for a first or "one off" offence. These might include:

- (a) Serious actual or threatened violence against another pupil or a member of staff.
- (b) Sexual abuse or assault.

The regulations allow head teachers to exclude a pupil for one or more fixed term periods not exceeding 45 days in one school year.

The school's obligation to provide education continues whilst the pupil is on role, and must be met on a fixed term exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the lunchtime period. The SLT will decide the appropriate duration of this based on the incident that has occurred.

Refer to "Preventing and Managing Exclusions" Sandwell LEA Document.

Procedures for Exclusion

Refer to 'Preventing and Managing Exclusions' Sandwell LA Document and Circular 10/99 and 11/99

Once it has been established that a serious incident has occurred it should be reported to the head teacher and, if necessary, to the Police.

An investigation will take place; evidence collected and a decision will be made.

If an exclusion is made, consideration will be given to whether it is fixed term (and for how long) or permanent.

The following offences may warrant a fixed term or permanent exclusion, depending on their severity.

Disruption to lessons and learning	Physical abuse with a weapon
Disruption in school	Sexually inappropriate behaviour to pupils
Defiance	Sexually inappropriate behaviour to staff
Verbal abuse to pupils	Sexually inappropriate behaviour to others
Verbal abuse to staff	Possession of drugs
Verbal abuse to others	Dealing in drugs
Racial abuse to pupils	Theft
Racial abuse to staff	Vandalism
Racial abuse to others	Arson
Bullying - physical	Extortion
Bullying - verbal	Possession of weapon
Physical abuse to pupils	Threatening behaviour
Physical abuse to staff	Possession of alcohol
Physical abuse to others	Smoking
Homophobic abuse towards others	Possession of fireworks
False allegations against staff	

Additional support and information can be found at:

- Bullying (see Anti-Bullying Policy)
- Violent behaviour (see Physical Intervention Policy Sandwell document: "Restrictive Physical Intervention - Policy Development Framework - November 2008" and DCSF document "The use of force to control or restrain pupil, 2007")
- Racism (see "Schools Race Equality Policies" Reference DFES-1124-2004 www.teachernet.gov.uk/doc/12187)
- pupil displaying violent behaviour or a medical condition e.g. ADHD in accordance with the Disability Discrimination Act 1995 (DDA) (see "Guidance on matters to be taken into account in determining questions relating to the definition of disability"
- www.dwp.gov.uk/consultations/2005/disability.asp

Conduct of Parents In School

May we also remind parents that violence, physical aggression, threats and verbal abuse are unacceptable. The school staff strive to treat all visitors with due care, courtesy and respect. Our staff expect the public to show the same courtesy and respect. In the event of such incidents, actions may be taken by Sandwell Local Authority and, if appropriate, the police. Legal action may also be pursued.