



Houghton Primary School

Working hard to achieve our best

Behaviour Management Policy

Date reviewed and adopted:	24 th March 2020
Reviewed and adopted by:	Governors: Teaching, Achievement and Standards Committee
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Spring 2023 or sooner as necessary.



Golden School Philosophy

At Houghton Primary School we are committed to a **Golden School** ethos as a basis for our approach to managing behaviour. We believe that a 'Golden School' is a place where:

People care for each other	People work together	Children have high aspirations	There is personal responsibility	It is safe
People respect one another	It is creative and dynamic	Everyone belongs to the community	There is team work	The children are cared for and nurtured
There is a love of learning	Relationships are positive	There are good listeners	People have fun together and are confident	Decisions are made
	People feel good about themselves	People communicate well	It is a very positive place to be	

We use 6 **Golden Rules** which are in place to secure our Golden School:

We are gentle	We are kind and helpful	We listen
We are honest, respect others and remember our manners	We work hard	We look after property

We spend time teaching the children about the Golden Rules so that they understand what each rule means, what it looks like when people keep it and why it is important to keep it.

We also champion the **School Games Values** which are intrinsic to our work in school and underpin good behaviour:



Determination	Honesty	Respect	Passion	Teamwork	Self Belief
<i>Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self discipline to overcome obstacles, commit to you goals and keep working every day to become the very best you can be. Don't hold back!</i>	<i>With others and yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation.</i>	<i>Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect every day, in everything you do and for everyone around you.</i>	<i>Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.</i>	<i>Treat everyone equally, support each other and work together to have fun and achieve. Celebrate each others' success/ Be a good friend and positive team player in school, sport and life.</i>	<i>You've got to believe to achieve. Have the self belief and confidence to succeed and reach your personal best.</i>

Rewards

We have high expectations for behaviour for all children. We recognise and value good behaviour by using praise and we reward children who consistently keep the Golden Rules and who model the School Games Values by awarding House Points. House Points are given to children at any time of the school day by any member of staff. They are recorded and class totals are shared and celebrated in our assemblies on Fridays.

We also give children certificates in Friday assemblies which are linked to the School Games Values. Children can be awarded an individual certificate which identifies which value they have particularly modelled that week and the reason they were chosen for this. We have a different certificate for each value. There is no limit to the number of children in each class who may achieve a certificate each week.

Sanctions

Staff in school consistently use clear and stepped sanctions for children who break the Golden Rules. The main sanction used in our school is 'time out'. This is time out of an activity or time out of children's free time (playtime or lunchtime) according to the age of the child. Sanctions are applied following a reminder relating to the Golden Rules. Staff will always ask a child which Golden Rule they are breaking – this is a REMINDER. We use the terminology 'reminder' and not 'warning'. However, reminders are not used if a child is physically aggressive or is bullying another child. In these cases the 15+ minutes sanction is applied immediately (see Appendix 1).

Staff working with children in Years 2 - 6 use the sanctions in Appendix 1 for children across the school day and when they attend after-school clubs which are run by school staff (not Phoenix Club or clubs run by external providers).

For our younger children in Reception and Year 1, staff use reminders followed by immediate time out in the classroom if necessary. Time out will be for 5 minutes each time they break a Golden Rule after a reminder.

The vast majority of our children keep the Golden Rules and behave well. Of those children who do break a Golden Rule, the vast majority change their behaviour following a reminder.

Most children who reach the stage of having time out will choose change their behaviour following the 5 minute stage; some may do so after the 10 minutes stage. It is rare for children to need the 15 minutes sanction.

Parents are informed in writing on the same day if a child has a 5 or 10 minute 'time out' (see Appendices 2 and 3). They are telephoned if a child receives a 15 minute time out (see Appendix 4).

If a child gets several 5 minute and 10 minute sanctions despite the notes home, teachers will telephone or meet with their parents to speak with them about their behaviour with the expectation of support and of improvement. (see Appendix 4). If a child's behaviour does not improve an individual behaviour may be considered.

Children with identified additional needs and/or Social, Emotional and Mental Health (SEMH) difficulties.

Some children with identified additional needs may have conditions which make it more difficult for them to understand and/or keep the Golden Rules e.g. ASD, ADHD etc. Children with these needs are still taught the Golden Rules and are praised and rewarded when they keep them. However, we recognise that the sanctions in place may not be the most appropriate or effective way to help children with these needs to change their behaviour if they are breaking the Golden Rules. In these cases staff meet together with parents and the SENDCo in order to identify how that child will be best supported in terms of behaviour within their Pupil Individual Plan.

Our sanctions may also not be the best way to work with children with identified SEMH difficulties e.g. attachment, or difficulties associated with loss, grief, being in care or previously in care. Excluding them from playtime may have a very negative impact depending on their specific needs. In these cases, if appropriate, each child will have an individualised plan to support their behaviour, based on a therapeutic approach.

Individual Behaviour Plans

If a child without identified additional needs continues to break the Golden Rules over time, and/or is clearly struggling with being able to behave well, staff will contact parents/carers and arrange to meet with them to consider how we can work together to help the child to improve. This will include considering a range of factors,

both in-school and outside of school. For some children we may consider implementing an individualised behaviour plan if appropriate. The target will always be for the child to be able to take responsibility for, and become more independent in, managing their behaviour. Provision within the plan will be according to the child's needs/barriers. IBPs will be reviewed within 6 weeks of being in place (see Appendix 6)

Record Keeping

Staff keep a weekly record of warnings and sanctions which includes curriculum and free time (see Appendix 2). The purpose of record keeping is to ensure that children who are regularly breaking the Golden Rules are discussed within the class team (teachers and teaching assistants) to consider the support they may need. This will include an analysis of when and where the child is struggling in order to take appropriate action to support them. This may lead to a review of groupings, referral to the school inclusion worker for social skills work, access to 20/20 provision at lunchtimes, referral to the SENDCo, or other action/provision which could support the child.

Staff keep a record of telephone calls and/or meetings with parents relating to behaviour (see Appendix 5). This includes a summary and/or agreed outcomes/actions.

Parents and Carers

We appreciate and value support from parents and carers regarding all concerns about behaviour. In the vast majority of cases where parents and carers work in partnership with the school we find that their child's behaviour improves.

We keep parents and carers informed if their child is not keeping the Golden Rules and has reached the 5, 10 or 15 minute stage. A note is sent home at the end of the school day for children who have reached the 5 and 10 minute stage. There is an acknowledgement slip on the note which parents/carers should return to the class teacher within 2 working days so that we know they have received our communication. If we don't receive the slip we will get in touch. If a child reaches the 15 minute stage parent/carers will be telephoned on the same day. Meetings will be requested if a child needs further support. A record is kept of telephone conversations and meetings. (Appendices 3, 4, 5)

We work hard to foster positive, open and honest relationships with parents and carers. We ask them to get in touch and let us know if there is anything happening outside of school which may impact on their child's behaviour in school. We recognise that there may be circumstances outside of school which are having an impact on a child's behaviour at home and/or school and that parents/carers may appreciate any support they can be given by the school.

Sometimes parents and carers struggle with their child's behaviour outside of school. We are here to support parents and carers and will always offer help and advice when we can. This may include signposting families to wider provision e.g. parenting classes, working with a family worker, etc.

Monitoring

This policy is monitored by the headteacher who reports to governors termly.

Review

Policy reviewed and approved by the Teaching, Achievement, Behaviour and Safety committee of governors on 24th March 2020.

Next review: Spring 2023 or sooner as necessary.

Appendix 1

Sanctions	Curriculum Time	Lunch/Playtime
Reminder	<p>If a child breaks a Golden Rule: Staff...</p> <ul style="list-style-type: none"> • Ask the child which Golden Rule they are breaking. • Explain which rule if the child does not know. • Politely ask them to stop. • Move them to another seat/place if this will help the child to keep the Golden Rules. <p>Reminders are recorded.</p> <p>Reminders are not given if a child is hurting or bullying another child. 15+ minute sanction is immediately applied in these incidences.</p>	<p>If a child breaks a Golden Rule: Staff on duty...</p> <ul style="list-style-type: none"> • Ask the child which Golden Rule they are breaking. • Explain which rule if the child does not know. • Politely ask them to stop. • Move them to another part of playground/space or ask them to play with someone else if this will help the child to keep the Golden Rules. <p>Duty staff inform the class teacher if a child has had a reminder. This is recorded.</p> <p>Reminders are not given if a child is hurting or bullying another child. 15+ minute sanction is immediately applied in these incidences.</p>
5 minutes	<p>If a child in Y2 – Y6 continues to break Golden Rules following a reminder/warning they have time out for 5 minutes during the next lunch/playtime. During next lunch/playtime child will stay in for 5 minutes within a supervised area.</p> <p>This is recorded. Parents will be informed in writing at the end of the school day (Appendix 3)</p>	<p>If a child continues to break Golden Rules following a reminder/warning they will have 5 minutes time out if there is time left within the playtime/lunchtime.</p> <p>The child will spend 5 minutes time-out at side of play area near a member of staff.</p> <p>Duty staff inform the class teacher if a child has had a time out or needs to lose 5 minutes of the next break. This is recorded. Parents will be informed in writing by the teacher at the end of the school day (Appendix 3)</p>
10 minutes	<p>If a child in Y2 – Y6 continues to break Golden Rules on the same day they have time out for 10 minutes during the next lunch/playtime. During next lunch/playtime child will stay in for 10 minutes within a supervised area.</p> <p>This is recorded. Parents will be informed in writing at the end of the school day (Appendix 4)</p>	<p>If a child continues to break Golden Rules following a reminder/warning they will have 10 minutes time out if there is time left within the playtime/lunchtime.</p> <p>The child will spend 10 minutes time-out at side of play area near a member of staff.</p> <p>Duty staff inform the class teacher if a child has had a time out or needs to lose 10 minutes of the next break. This is recorded. Parents will be informed in writing by the teacher at the end of the school day (Appendix 4)</p>
15 minutes +	<p>If a child argues at any point or refuses to stay in or continues to break the Golden Rules they will;</p> <ul style="list-style-type: none"> • work outside the school office for the remainder of the session and • stay in for 15 minutes during the next lunch/play time. <p>They will also meet with the class teacher and either the inclusion worker or a senior member of staff to discuss their behaviour.</p> <p>This will also happen immediately, without following the stepped sanctions, if a child is physically aggressive, prejudiced in any way or if they are found to be bullying another child.</p> <p>This is recorded. Parents will be informed on the same day by telephone.</p>	<p>If a child argues at any point or refuses to take 'time out' or continues to break the Golden Rules they will be sent inside immediately to:</p> <ul style="list-style-type: none"> • stay in for 15 minutes during the next lunch/play time. <p>They will also meet with the class teacher and either the inclusion worker or a senior member of staff to discuss their behaviour.</p> <p>This will also happen immediately, without following the stepped sanctions, if a child is physically aggressive, prejudiced in any way or if they are found to be bullying another child.</p> <p>This is recorded. Parents will be informed in writing by the teacher on the same day by telephone.</p>

For our younger children in Reception and Year 1, staff use reminders followed by **immediate** time out in the classroom if necessary. Time out will be for 5 minutes each time they break a Golden Rule after a reminder.

Appendix 2: **Behaviour Record** Year Group: _____ Week beginning: _____

1. We are gentle	2. We are kind and helpful	3. We listen
4. We are honest, respect others and remember our manners	5. We work hard	6. We look after property

Curriculum Time

	Names and Rule Broken (use number from grid above)			
	Warning	5 minutes - note home	10 minutes - note home	15 minutes - meeting with teacher and SLT - phone call home
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Break time and/or lunchtime

	Names and Rule Broken (use number from grid above)			
	Warning	5 minutes - note home	10 minutes - note home	15 minutes - meeting with teacher and SLT - phone call home
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Parents to be informed in writing using proformas in Appendix 3 and 4 for 5 minutes and 10 minute sanctions. Parents to be telephoned if a child loses 15 minutes (following a meeting with class teacher and SLT member). NB: If the behaviour is physically aggressive, prejudice in any way or is found to be bullying, 15 minutes is automatic.

Appendix 3

Houghton Primary School



Working hard to achieve our best

Date: _____

Dear parent/carer,

This is to inform you that your child _____ broke one or more Golden Rules today as follows:

We are gentle	We are kind and helpful	We listen
We are honest, respect others and remember our manners	We work hard	We look after property

We teach the children the Golden Rules which are in place to keep our school a happy, safe and aspirational place for all to work and play in. If a child breaks a rule we always ask them which Golden Rule they are breaking. This serves as a reminder and gives them an opportunity to reflect on their behaviour, take responsibility and to choose to change it. Your child was given a reminder in this way and showed that they understood that they were breaking a Golden Rule, however, their behaviour continued. They were therefore given **5 minutes time out** today.

We ask that you speak with your child about this today and help them to understand why the Golden Rules are important and why they should make the decision to keep them. Your support in this is very much appreciated and helps your child to take responsibility for their decisions and actions.

Please return the slip below to me within 2 working days of receiving this note so that I know you have received it.

Thank you for your support.

Regards,

Teacher

Please return to class teacher within 2 working days of the date on the note.

Date on note: _____

Child's Name: _____

I confirm that I received the note relating to the behaviour of my child and have discussed this with them.

Signed: _____ parent/carer

Date: _____

Appendix 4

Houghton Primary School



Working hard to achieve our best

Date: _____

Dear parent/carer,

This note is to inform you that your child _____ broke the following Golden Rules today as follows:

We are gentle	We are kind and helpful	We listen
We are honest, respect others and remember our manners	We work hard	We look after property

We teach the children the Golden Rules which are in place to keep our school a happy, safe and aspirational place for all to work and play in. If a child breaks a rule we always ask them which Golden Rule they are breaking. This serves as a reminder and gives them an opportunity to reflect on their behaviour, take responsibility and to choose to change it. Your child was given a reminder in this way and showed that they understood that they were breaking a Golden Rule, however, their behaviour continued. They were therefore given 5 minutes time out each time this happened. They were given a total of **10 minutes time** out today.

We ask that you speak with your child about this today and help them to understand why the Golden Rules are important and why they should make the decision to keep them. Your support in this is very much appreciated and helps your child to take responsibility for their decisions and actions.

Please return the slip below to me within 2 working days of receiving this note so that I know you have received it.

Thank you for your support.

Regards,

Teacher:

Please return to class teacher within 2 working days of the date on the note.

Date on the note: _____

Child's Name: _____

I confirm that I received the note relating to the behaviour of my child and have discussed this with them.

Signed: _____ parent/carer

Date: _____

Appendix 5:

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Record of telephone conversation or meeting with parent/carer about behaviour

Date:
Staff member(s):
Parent/Carer(s):
Reason for telephone call/meeting:

Notes taken during conversation/meeting:

Individual Behaviour Plan

Child's Name:	Date Plan starts:	Review (within 6 weeks) Outcomes from plan
Assess: This child has the following needs/barriers relating to being able to successfully manage their own behaviour:	Plan In order to support this child to be able to successfully manage their own behaviour we will:	Date:
	Target: Provision:	
	Target: Provision:	
	Target: Provision:	