



POSITIVE BEHAVIOUR PROCEDURES

Hob Green Primary School

Behaviour Procedures

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Background

As a member of the drb Ignite Multi Academy Trust, we follow the Trust’s [Behaviour Policy](#). This can be found on our school website and also on the Trust’s website. These Positive Behaviour Procedures reflect how our school will follow and implement the Trust’s Policy and are contextualised to meet the needs of our unique school community. Meeting the diverse needs of our pupils will always be the foremost consideration of both the school team and the Trust.

Creation of an environment with good relationships and learning behaviours

We believe that effective, transformational teaching and learning requires excellent behaviour and attitudes in all aspects of school life. As such, we aim to create a purposeful environment by paying attention to key aspects of our provision.

<p>Relationships at the centre of our vibrant school community</p>	<p>➔</p>	<p>We believe that strong relationships support pupils to feel safe and valued. We prioritise the building of caring and responsive relationships for everyone in school</p>
<p>Structures encouraging good learning behaviours, healthy relationships and self-discipline</p>	<p>➔</p>	<p>We have clear rewards, sanctions and consequences in place. These are supported by structures that encourage good learning behaviours and self-discipline. In addition, we train staff consistently to ensure that they are confident and able to effectively manage behaviour inside and outside of classrooms.</p>
<p>Promotion of self-awareness, confidence and esteem</p>	<p>➔</p>	<p>We encourage pupils to value, honour and respect themselves and others. We are proud to be engaged in the <i>UNICEF Rights Respecting Schools Programme</i> which helps our pupils become self-aware, confident and empathetic young people.</p>

Provision of a safe environment		<p>We ensure that there are always sufficient numbers of staff to ensure that pupils are physically safe and free from harm. In addition, we ensure that all pupils are taught about personal safety and that incidences of violence, bullying or harassment are not acceptable and will be dealt with swiftly and consistently.</p>
Early intervention		<p>We try wherever possible to be proactive rather than reactive when dealing with challenging behaviours and situations. This helps to keep school a calm and happy place for all pupils to enjoy their learning and friendships.</p>
Strong relationships with parents/carers		<p>We see parents and carers as partners in supporting children’s wellbeing and learning. We aim to build meaningful and reciprocal relationships with parents and involve them actively in reviewing and implementing all behaviour procedures.</p>
Encouraging responsibility from the start		<p>At every age, we actively teach and encourage pupils to take responsibility for their actions and to reflect on the impact for those around them.</p>
Learning and improving together		<p>We ensure that all behaviour incidents are reviewed by the staff team and that relevant lessons are learned and improvements made as required. Where further staff training is highlighted, this will be considered a priority.</p>

Roles and responsibilities

Within school, there are a number of roles and responsibilities relating to the establishment and implementation of our Positive Behaviour Procedures. In addition, our trustees, senior leaders and staff work together to ensure there is no differential application of the procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. This is in line with the Trust’s equalities policy and statement. We also work together to ensure that the concerns of pupils are listened to and appropriately addressed.

Pupils

Pupils are expected to take responsibility for their own behaviour and are made fully aware of our procedures and expectations. These are further highlighted through our Pupil and Parent Guarantees and Expectations Charter.

Pupils have a responsibility to ensure that any incidents of disruption, bullying or any form of harassment are reported to their class-teacher or a member of staff straight away.

Parents/carers

Parents and carers are responsible for the behaviour of their child both inside and outside school. We have good relationships with our parents and encourage them to work in partnership with school in maintaining high standards of behaviour. We also encourage them to raise any issues arising from the operation of our procedures.

Staff

Everyone working in school i.e. teachers, support staff and volunteers, are responsible for ensuring that our procedures are followed, and consistently and fairly applied both inside and outside school. Staff commitment to the implementation of our procedures is essential so that a safe and high-quality learning environment is created where pupils feel secure and cared for and can develop self-discipline and personal responsibility.

Headteacher and senior leaders

The Headteacher and senior leaders are responsible for the implementation and day-to-day management of the Trust's Behaviour Policy and these Positive Behaviour Procedures.

Trustees and the Trust Board

The Trust Board has responsibility for the establishment and implementation of a robust Behaviour Policy. This is kept under review in consultation with headteachers, staff and parents. The Trust Board ensures that the Policy is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Trustees support the school in monitoring and maintaining high standards of behaviour and expectations at all times through these Positive Behaviour Procedures.

Rewards, consequences and sanctions

We believe that a school ethos of encouragement is central to the promotion of good learning behaviours. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued.

Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals, groups and whole classes. Sanctions are also needed to respond to instances of challenging or inappropriate behaviour.

We have a structured set of age appropriate sanctions which make a clear distinction between minor and major concerns. Their use is characterised by clarity of why the sanction is being applied and what change in behaviour is required.

Rewards

“First attention for best conduct.”

(Dix, 2017)

We pride ourselves on the procedures we have in place at Hob Green to reward children for good behaviour. We consistently aim to draw attention to the positives and reward those who are constantly trying their best.

- Every child and staff member belongs to one of our four House Teams – Oak, Willow, Ash and Beech.
- Staff congratulate all children with verbal praise and/ or stickers, continually reflecting upon the school rules and values.
- Our positive school rules and values are continually referred to and recognised by all children. These are acknowledged constantly through verbal referencing, so the children clearly understand what is expected of them.
- House points can be awarded in lessons, at break and lunchtimes in line with the school rules. These are recorded via the use of a tally chart, displayed in each class.
- Children are incentivised to accrue house points with class-based rewards as they achieve 50 (Bronze), 100 (Silver), 150 (Gold), 200 (Platinum) and 250 (Diamond) house points. A certificate is awarded in achievement assemblies to any child who has accrued one of these totals in house points.
- Children can earn house points for displaying behaviours linked to our Trust/school values. This can also include exceptional behaviour, work, effort, and attitude. Anyone can award any child a house point, regardless of which class they are in.
- To ensure children recognise the value of teamwork and working together to achieve a goal, house points are gathered and totals shared in weekly assemblies.
- Fortnightly, achievement assemblies are held, where a child from each class is nominated for an achievement certificate or a value of the month certificate.
- The value of the month certificate is presented to a child, who has gone above and beyond their way to showcase the school’s monthly value.
- Every week, at least one child is nominated by their class teacher to have a “good news” text message sent home, inviting parents to ask how/ why they have displayed one of the school values.
- Value of the month tokens are distributed to children by all members of staff for showcasing examples of the school’s value of the month. These tokens are brought to Achievement assemblies and shared with the rest of the school.

- At the end of every half term, a child will be nominated to receive the 'Headteacher Award'.
- Children are encouraged to share any extra-curricular achievements in whole school assemblies e.g. at swimming, cubs, brownies, sports clubs, etc.
- Classes can be awarded marbles for demonstrating any examples of collective good behaviour that aligns with the Trust/school rules and/or values. When the target of 30 marbles is reached, a class reward is given to all pupils. Pupils are encouraged to reach this target as quickly as possible. Classes who have reached their target of 30 marbles, will be acknowledged in Monday/ Friday assemblies. The jar is emptied and the marble collection is started again as soon class the class has reached 30 marbles.

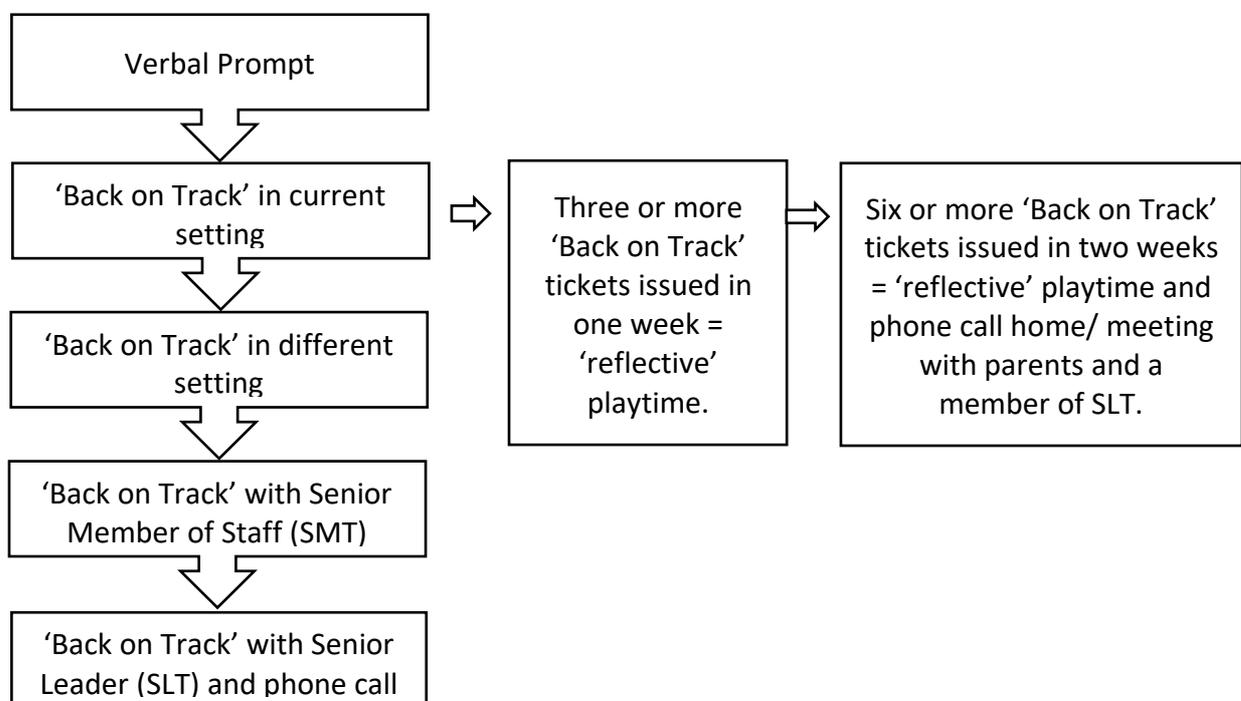
Interventions

- All children are expected to try their very best in all activities. If they do not, we may ask them to redo a task.
- Verbal reminders are given directly to children if they are not following the school rules. This should be a specific reminder that highlights the school rule that the child needs help with. For example, "I wonder if we could remember our school rule of..."
- If a child needs time to reflect on their behaviour, they will receive a 'back on track' ticket. This identifies steps they need to take to get back on track to behaving in a way that aligns with the school rules. This aims to help our children understand what has gone wrong and how they can make their actions right in the future.
- At KS1, children are given a symbolised ticket to remind them of the school rule they need help with. This should be supported with a verbal reminder of how to get back on track to following the school rules.
- At KS2, children are given a 'back on track' slip, where they need to work with the teacher on specific aspects of their behaviour to help them get back on track. For upper KS2 pupils, this may be an opportunity for them to identify these steps themselves before discussing with the teacher. This can be written with or by the teacher, if necessary.
- When the teacher feels the child's behaviour has been resolved, the child is given the opportunity to post their ticket/ symbol into a 'back on track box'.
- For children who need further behaviour intervention, a short space of time out of the room may be required, whereby children take their 'back on track' tickets/ symbols to another classroom. The member of staff then helps the child restore their behaviour in this setting before sending them back to class. The areas of concern will be written on the ticket or shown through a symbol. This solution focussed approach concentrates on next steps. It does not have to be the role of the receiving teacher to find out what has happened.
- Examples of the pupil being 'back on track' should be noted and acknowledged through positive praise and by the receiving member of staff initialling the ticket/ symbol. This restorative approach is focussed upon

building, maintaining and repairing relationships when something has gone wrong.

- Incidents of behaviour that require a 'back on track' pass are recorded on Scholarpack.
- For children who have had three back on track cards within the space of one week, the next playtime will be used as a reflective period. This will be supervised by the child's class teacher and focuses on how the child might be helped differently. This is an opportunity for self-reflection, where the pupil can identify what they are going to try to do to adjust their behaviour.
- For children who have had six back on track cards within the space of two weeks, exchanging phone calls/ meeting with parents/carers may be necessary in order to plan a supportive way to bring about improvement.
- SLT continuously track behaviour incidents that are logged on Scholarpack.

Summary of Behaviour Intervention Procedures



'Reflective' Playtimes

Reflective playtimes are an opportunity for the child to have a safe space to think things through and the behaviours that have led to them needing further behaviour intervention. Conversations between a member of staff and a pupil can be structured in a way that promotes restorative thinking in a non-judgemental way. The following questions should be used to structure the restorative conversation:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who was affected?
- How were they affected?
- What do we need to do to put things right?

It is fundamental that the conversation focuses on solutions not the event that led to the pupil needing to reflect on their behaviour.

Exclusion

Exclusion is extremely rare and occurs when a pupil's behaviour results in their removal from lessons for a designated period. Exclusions may be fixed term or, in very exceptional circumstances, permanent. Our school follows the Trust's Exclusion Policy and DFE Guidance on Exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

We will only exclude a pupil when there is absolutely no other option to maintain a safe and secure learning environment for everyone. We will not do so without the full support of the Trust and in full consultation with parents/carers and any external agency involved with the pupil. However, the Trust will not shirk from taking appropriate action when necessary. See the Trust Exclusion Policy for further detail.

Bullying and peer on peer abuse

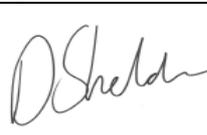
Every pupil has the right to attend a school free from bullying/abuse. We are committed to ensuring any report of bullying/abuse is taken very seriously:

- If bullying/abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff as appropriate.
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make an informed decision about the best course of action.
- Senior leaders will be kept informed at all times.

- Parents/carers will be informed of incidents and outcomes and will be involved in conversations as appropriate.
- Restorative and/or punitive measures will be used as appropriate and will follow consultation with all parties involved.
- A full record of any incident, actions and outcomes will be recorded on CPOMs allowing us to monitor effectively and ensure appropriate actions are taken and recorded.

Monitoring, evaluation and review

These procedures are consistently implemented and monitored throughout school. They are also monitored through the Trust Improvement Board which reports directly to our Trustees. The effectiveness and fitness for purpose of our procedures is reviewed annually and signed off by the Trust Chair.

Monitoring and review	CEO, Headteacher, Trustees
Links	Trust Behaviour Policy Pupil and Parent Guarantees and Expectations Charter Child Protection and Safeguarding Policy and Procedures
Staff responsible	CEO Executive Director of School Improvement Headteacher Staff
Committees responsible	Trust Improvement Board
Next review	April 2023
Sign off by Trust Chair	 Date: 30 th April 2022

For note:

Should there be any changes/further national guidance issued relevant to these Procedures, they will be updated accordingly prior to the review date shown above and referred to the next Trust Improvement Board meeting.

Change Management

Issue no	Date	Change description
1.0	April 2022	Full review