

Halifax Primary School

Helping each other to aim high



Behaviour Policy

Purpose	The purpose of Halifax Primary's behaviour policy is to encourage pupils to behave in a responsible and caring manner so that all pupils can enjoy a happy, safe, and pleasant learning environment
Audience	School Governors Staff Pupils Parents
Related Policies	Anti-Bullying and Prejudice Related Incidents Policy Safeguarding Policy
Policy updated	November 2023



Aims

We aim to encourage pupils to behave in a respectful and caring manner, taking responsibility for their own behaviour so that all pupils may enjoy a happy, safe, and pleasant environment in which each individual is respected and valued.

This is achieved through:

- ✓ **Ethos** – Creating a positive ethos through the involvement of all members of the school community.
- ✓ **Responsibility** - Pupils are encouraged to become autonomous, operating as independently as is appropriate. Pupils are encouraged to become responsible, owning their behaviour, and accepting the consequences for their actions.
- ✓ **Expectations** - We expect all members of the school community to have high expectations of themselves and of others.
- ✓ **Positive Attitudes** – We expect all members of the school community to show respect to each other and the environment at all times. All staff, support staff, mid-day assistants and other trusted adults should model the behaviour and attitudes expected from the pupils.
- ✓ **Social Skills and Awareness** –All members of the school community listen to others, wait their turn to speak, and speak politely. Adults in the school model these behaviours.
- ✓ **Environment** – All members of the school community work to create an orderly and structured learning environment.
- ✓ **Recognising Achievement** – Use is made of reward systems to recognise positive achievement, including praise, stickers, class rewards, certificates etc.
- ✓ **Positive Reinforcement of Codes of Conduct** – The Team Halifax Code is displayed and referred to in each class and around the school. Active teaching takes place during circle time, through PSHE lessons and in the moment throughout each day.
- ✓ **Active Involvement of Parents** – Parents are kept informed of their child’s positive attitude to school through Class Dojo points, messages and phone calls home. We also encourage early contact with parents in the event that any behavioural concerns arise.
- ✓ **Consistency** – We expect codes of conduct to be consistently applied in order to give pupils clear boundaries within which to work and play.
- ✓ **Bullying** – All staff are aware of the need to maintain the self-esteem of all children, to ensure that no pupil becomes either a victim or a bully. We define bullying as behaviour that takes place **Several Times on Purpose - STOP**. Active teaching will take place during PSHE lessons and assemblies (See Anti -Bullying and Prejudice Related Incidents Policy).



- ✓ **Assertive Discipline** – There is an established framework within the school for managing behaviour. The structure of the framework is followed as appropriate and applied consistently by all. There may be occasional times when application of the framework should take into account individual circumstances, and the age and maturity of the pupils.

Definitions

- ✓ **Assertive Discipline** – This is a clear and structured approach to ensure that all pupils are clear on the standards of behaviour expected across the school with a focus on rewarding positive behaviour. This approach also ensures that pupils are clear on the consequences for poor behaviour and there are applied consistently.
- ✓ **Privileges** – extra-curricular clubs, invited activities such as sports fixtures, representing the school in any capacity that is not part the curriculum. We consider most educational visits to be part of our curriculum and not a privilege.
- ✓ **Severe behaviour** – offensive language used in an aggressive way to another person, witnessed by others, deliberately hurting, or spitting at a pupil or adult, refusal to comply with instructions given by an adult.

Class Charters

Each class teacher will draw up an age-appropriate Class Charter with their pupils at the beginning of the academic year, this will complement the Team Halifax Code, setting out clear expectations and actions for the members of each class.

School rules

- Be caring.
- Be safe.
- Be respectful.
- Be responsible.



Rewards

Rewards should be based around positive reinforcement through the use of praise to individuals, groups, and the class as a whole. Rewards may include use of:

- ✓ Class Dojo Points
- ✓ House points
- ✓ Books Cards
- ✓ Messages Home
- ✓ Behaviour Awards



- ✓ Positive phone calls home
- ✓ Termly class rewards
- ✓ Fun on Friday

Once rewards have been given, they **MUST NOT** be taken away as a punishment for poor behaviour.

Consequences

- An individual reminder of the rule, a look, proximity praise etc.
- Tick placed on the tracker under 'W' - one minute to be spent with an adult at either break time or lunch time.
- A second tick placed on the tracker under '5'. The pupil will spend 5 minutes 'time out' within the class and five minutes to be spent with an adult at either break time or lunch time.
- A third tick placed on the tracker under 'B/S' will result in a ten-minute time out within the class and ten minutes to be spent with an adult at either break time or lunch time – Blue Slip issued.
- A fourth tick under 'R/S' will result in the pupil working outside the class, but in view of the teacher. The pupil will spend their break time or lunch time with an adult – Red Slip issued.
- Severe clause – unsafe behaviour will result in an immediate exit to work with Learning Mentor and the pupil spending either their break time or lunch time with an adult - Red Slip issued.

The consequence system starts afresh at the beginning of each morning and afternoon session.

Exit Procedures

Blue Exit Slips

If a pupil receives a Blue Exit Slip this will be completed and sent to parents via a picture and message on Class Dojo and kept in the classroom for half a term before being filed in the child's blue folder in the office. The class teacher (adult covering the class) will also make contact with parents at the end of day. As a consequence of the Blue Exit Slip being given, the pupil will lose 10 minutes of their next break time and any privileges for the following 5 consecutive school days. The class teacher (adult covering the class) will record the Blue Exit Slip on CPOMS under the Behaviour category.

If the pupil receives a second Blue Slip within the half term, the same consequences will apply and the class teacher, supported by the Learning Mentor, will hold a meeting with parents to discuss the behaviour and the resolutions.

If the pupil receives three Blue Slips in a half term, the same consequences will apply and a meeting will be held between the Class Teacher, the Learning Leader, and the parents to complete a Solution Focused Behaviour Plan, this will be reviewed fortnightly with staff and parents arranging follow up meetings.

If the pupil receives a fourth Blue Slip in the same half term, the same consequences will apply and a meeting will be held between the Class Teacher, Assistant Headteacher and the parents to review the Solution Focused Behaviour Plan.



In the event that the pupil receives five Blue Slips in one half term, the consequences will be a half day working outside the classroom, a loss of privileges for the remainder of the term and a meeting will be held between the Class Teacher, the parents and the Headteacher.

In the event of another incident in the same half term or a similar incident the following term, the school will discuss the pupil's behaviour with the Specialist Educational Services team.

Red Exit Slip

If a pupil receives a Red Exit Slip, this will be completed and sent to parents via a picture and message on Class Dojo and kept in the classroom for half a term before filed in the child's blue folder in the office. Parents will be contacted by the Class Teacher and the Learning Mentor, to arrange a meeting to discuss their child's behaviour. The class teacher (adult covering the class) will record the Red Exit Slip on CPOMS under the Behaviour category and upload a copy of the Behaviour Acknowledgement. As a consequence of the Red Exit Slip, the pupil will be exited for the rest of the session to complete work outside the classroom and will lose their privileges for the following 15 consecutive school days.

In the event of a second Red Exit Slip, in one half term, the pupil will lose their privileges for the following 15 consecutive school and days and will work outside the classroom for a whole day. The parents will be invited to a meeting with the Class Teacher and the Learning Leader to create a Solution Focused Behaviour Plan, which will be reviewed fortnightly in follow up meetings with staff and parents. Both the conversation and a copy of the Behaviour Plan should be recorded on CPOMS and shared with the SENDCo.

In the event that the pupil receives a third Red Exit Slip, the same consequences will apply, and a meeting will be arranged between the Class Teacher, Headteacher and the parents to review the Behaviour Plan and the school will discuss the pupil's behaviour with the Specialist Education Services team.

Monitoring and recording

All consequences, including Blue and Red Exit Slips will be recorded, on Class Tracker sheets. Morning session should be recorded in **BLACK**; afternoon should be recorded in **RED**. CPOMS will be used to record meetings and conversations with parents regarding behaviour and copies of Behaviour Acknowledgements and Solution Focused Behaviour Plans should be uploaded onto CPOMS. Class Trackers will be given to the Learning Mentor each week before **the end of the day on Friday**.

Lunchtime Behaviour

Behaviour issues at lunchtime are dealt with in the first instance by the Midday Supervisors. However, if the incident is deemed to be of a serious nature or is a recurring behaviour, pupils will discuss the incident with the Learning Mentor or member of SLT on duty, which may result in 'time out' on the playground to reflect on their behaviour. The Learning Mentor or SLT member will inform Class Teacher of any issues and record this using CPOMS. Pupils who are frequently involved in incidents at lunchtime should be referred to the Learning Leaders.

Persistently poor behaviour at lunchtime will result in the pupil being supervised by an adult for some or all of the lunchtime period. In cases where a pupil's behaviour continues to be unacceptable, the



pupil will be encouraged to earn their playtime back by making good behaviour choices. Midday Supervisors have regular meetings with a member of the Senior Leadership Team in order to discuss and improve the lunchtime period.

If there is an incident of severe behaviour at lunchtime, the Learning Mentor or a member of the Leadership Team will contact the child's parents to discuss their child's behaviour and consequences. The pupil will be given a time out at break time to reflect on their behaviour and will have to earn this time back through good behaviour choices. A meeting will be held between the Learning Mentor, the Class Teacher, and the parents to share the plan for reintegration onto the playground.

Any questions or concerns regarding the implementation of this policy should be directed to the school's Headship Team.

Acceptable Use of ICT and the Internet

If the school is made aware of any behaviour by a pupil that breaches the acceptable use policy either inside or outside of school, this will be investigated, recorded and where necessary appropriate consequences will be given in line with this policy.

Educational Trips and Visits

Halifax expects that all pupils uphold the high standards of behaviour we have within school at all times. Therefore, these expectations will be explained clearly to pupils and parents before all visits, whether by letter or by presentation. It is important to note that pupils that do not exhibit acceptable behaviour within school will have their eligibility to attend an educational visit review on a case-by-case basis. This may involve the creation of a behaviour plan/risk assessment with the parent/carer or in some cases, the restriction of eligibility to attend.

Adapting for individuals

Professional judgement has to be applied when considering individuals. For some pupils or whole classes with persistently poor behaviour, 'Drop Down' can be considered as a possible strategy, but this decision must be made in consultation with the Learning Mentor and an Assistant Headteacher. This means the pupil/pupils are given one warning and are then exited.

Some pupils with particular behavioural difficulties may be working on a more individualised reward system, possibly in conjunction with parents. This may involve earning a certain number of 'smileys or stickers each week in return for a reward at home, or in order to receive a special sticker, or certificate from another member of staff e.g., Learning Mentor or a member of the Senior Leadership Team. For pupils with persistently poor behaviour a Solution Focused Behaviour Plan will be created to set clear goals and adaptations for improving behaviour.

Support for Pupils and Parental Involvement

A Solution Focused Behaviour Plan will be created for any pupil considered to be at risk of exclusion, setting up to three objectives for the child to achieve.

The following support systems and strategies may be used:



- Involvement of the school Learning Mentor, SENDCo and school support strategies
- Referral to County Inclusion Support Service or In-Year Fair Access Panel
- Class Teachers will maintain close contact with parents or carers and will meet regularly to review the Solution Focused Behaviour Plan
- Following any suspension there will be a reintegration meeting with a member of the Headship Team, parents or carers and the pupil.

Under the Education Act 1996 authorised staff in school may use reasonable force to control or restrain pupils where they are liable to harm themselves or others or damage property.

Exclusion

The school follows County and Government guidelines on suspensions and exclusions. The school has the right to exclude pupils from the premises at lunchtimes, this is recorded as a suspension. However, at Halifax Primary School suspensions and exclusion will only be used as a last resort when a pupil's behaviour is deemed to be threatening or dangerous to the safety and well-being of themselves or other members of the school community.

The following may result in a suspension or exclusion from school:

- Persistent disruptive behaviour
- Threatening Behaviour
- Physical aggression
- Bringing any item or substance onto the premises that the school considers inappropriate or that threatens the safety or welfare of other members of the school community.
- Bullying or prejudice related incident
- Inappropriate use of any item that could be deemed to be threatening or dangerous to the safety or welfare of other members of the school community.
- Inability to work within the School Behaviour Policy or respond to a Solution Focused Behaviour Plan.

There may be incidents that are deemed serious enough to result in immediate permanent exclusion.



Appendix 1 Rewards

Class Dojo Points

Class Dojo points are given to individual pupils for excellent learning behaviours, attitude, and achievement within school.

When the pupils achieve a certain number of Dojo points, they will receive the following:

50 points – a Class Dojo ‘50 Point’ sticker.

100 points – pupils can select a new Class Dojo avatar.

150 points – 10-minute reward time on an iPad

200 points – 10-minute reward activity with a friend

250 points or more – a special certificate

Each term, the points will be cleared and returned to zero. The pupils will then have the opportunity to work towards the rewards again. If pupils are successful in achieving **250 points or more each term**, they will then be invited to a special celebration at the end of the academic year.

House Points

Each time the pupil achieves 50 Class Dojo points, they will also receive 5 House Points. Pupils can also earn House Points by working well as a team and through sporting events.

Books Cards

Book Cards are given out in assembly on Friday afternoons for exceptional progress or attitude to learning or for being a positive role model to others. Once pupils have collected 5 Friday Book Cards, these can be redeemed for a book of their choice to keep as a reminder of their achievements.

Messages Home

Teachers will message parents via Class Dojo to share and celebrate pupils’ achievements and behaviour in school

Behaviour Awards

Behaviour awards are given in assembly on Friday afternoons to those pupils who consistently display positive behaviour

Positive Phone Calls Home

These calls are made by teacher to parents of individual pupils who have made excellent progress or behaviour choices.

Termly Class Rewards

Classes will earn rewards for specific, desired behaviours from the class as a whole e.g., everyone actively listening, everyone on task, lining up sensibly etc. Classes can negotiate with their teacher at the beginning of each academic year, three different class rewards, which they will then earn on a termly basis. Once the class has achieved **20 class points**, they will receive one of their chosen rewards which will take place on a Friday afternoon.

Fun on Friday

A whole class activity to end the week to support wellbeing and class cohesion e.g., singing, circle games or extended story time.



Appendix 2 Consequences

Step 1

If a pupil does not follow the school rules or an adult instruction, a reminder is given.

Step 2

If the behaviour continues, the pupil receives 1 tick on the Class Tracker and misses 1 minute of their next break time to discuss their behaviour with an adult.

Step 3

If the behaviour continues, the pupil receives a second tick on the Class Tracker and will spend 5 minutes 'time out' in class to think about their behaviour. They will then miss 5 minutes at their next break time to discuss their behaviour with an adult.

Step 4

Should the pupil receive a third tick on the Class Tracker, the pupil will be exited from the class to an adjacent class for 10 minutes and will miss 10 minutes at their next break time to discuss their behaviour with an adult.

A Blue Exit Slip will be sent home to parents and the class teacher will also contact parents at the end of the day. The pupil will lose any privileges for the following 5 consecutive school days.

Step 5

A further tick on the Class Tracker will result in the pupil being exited for the rest of the session to complete work outside the classroom and they will also miss the following break time to discuss their behaviour with an adult.

Parents will be contacted by the class teacher to meet after school and a Red Exit Slip will be sent home. The pupil will lose any privileges for the following 15 consecutive school days.



Appendix 3 The Restorative Approach

Restorative approaches to behaviour management are built on values which separate the individual from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Each behaviour incident becomes an opportunity for the pupil to take responsibility for their actions and learn how to approach situations differently in the future.

A key element to the restorative approach is having a 'restorative conversation.' These conversations should happen as soon as is reasonably practical after an incident (at the next available break time). Adults use restorative language and questions to allow the pupil to understand the impact of their behaviours.

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each pupil's right to be heard is respected and the situation is resolved fairly.

Restorative Questions

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?
- How could you have done things differently?

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.



Appendix 4

Protocol for Blue Slips

- 10 minutes missed at the next break to reflect on behaviour
- Incident recorded on CPOMS
- Blue Slip sent home
- Class teacher and Headteacher to meet parents – review of behaviour plan
- Half day working outside the classroom and a loss of privileges for the remainder of the half term

5th

- 10 minutes missed at the next break to reflect on behaviour
- Incident recorded on CPOMS
- Blue Slip sent home
- Class teacher and Assistant Headteacher to meet parents – create behaviour plan
- Loss of privileges for 5 consecutive school days – inform club lead

4th

- 10 minutes missed at the next break to reflect on behaviour
- Incident recorded on CPOMS
- Blue Slip sent home
- Class teacher and Learning Leader to meet parents
- Loss of privileges for 5 consecutive school days – inform club lead

3rd

- 10 minutes missed at the next break to reflect on behaviour
- Incident recorded on CPOMS
- Blue Slip sent home
- Class teacher and Learning Mentor to meet parents
- Loss of privileges for 5 consecutive school days – inform club lead

2nd

- 10 minutes missed at the next break to reflect on behaviour
- Incident recorded on CPOMS
- Blue Slip sent home
- Class teacher to contact parents
- Loss of privileges for 5 consecutive school days – inform club lead

1st



Appendix 5

Protocol for Red Slips

- Pupil will work outside the classroom for a whole day
- Incident recorded on CPOMS
- Red Slip sent home
- Class teacher and Headteacher to meet parents – review of the behaviour plan
- Loss of privileges for the remainder of the half term

3rd

- Pupil will work outside the classroom for a whole day
- Incident recorded on CPOMS
- Red Slip sent home
- Class teacher and Learning Leader to meet parents – create behaviour plan
- Loss of privileges for 15 consecutive school days – inform club lead

2nd

- Pupil will work outside the classroom for the remainder of the session
- Incident recorded on CPOMS
- Red Slip sent home
- Class teacher and Learning Mentor to meet parents
- Loss of privileges for 15 consecutive school days – inform club lead

1st





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Solution Focused Behaviour Plan

Name:	Class:	Date:
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Let's talk about strengths

Let's talk about concerns

Let's talk about the strategies and support in place



Goals (What would we like this pupil to be able to do?)	Who? (Who will be involved in supporting this pupil?)	What? (What strategies are being implemented?)	Why? (What do we hope the wider benefits will be?)	When? (Will these strategies be used at all times or for certain lessons or parts of the school day?)
•	•	•	•	•

Child's signature:

Date:

Parent's Signature:

Date:

Class Teacher's Signature:

Date:

TO BE REVIEWED WITH PARENTS/CARERS EVERY 2 WEEKS

