

Headlands Primary School Positive Conduct Policy

This policy should be read alongside other school policies, particularly Safeguarding, Race Equality and Equal Opportunities, Inclusion, Anti-Bullying, E-Safety and Exclusions.

Introduction

At Headlands Primary School we hold an unconditional positive regard for children and have high expectations for the conduct of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive conduct allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive conduct and in an atmosphere in which their self-esteem and confidence can flourish.

All adults in school should be good role models to children and ensure positive conduct in our community. Staff at Headlands Primary School share an understanding of the language, non-verbal communication and consistent procedures we use to manage learner's positive conduct. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their own conduct.

Aims

- to make clear the ethos and expectations of positive conduct that are expected at Headlands Primary School
- to ensure consistency of approach to managing conduct in school
- to provide guidance on the systems and processes to use when managing conduct

School Rules

At Headlands Primary School, we have the following simple and clear rules that apply to all members of the school community:

- **I will show determination in all I do.**
- **I will try my best to achieve all the learning goals and tasks I am set.**
- **I will show respect for myself, others and the school.**
- **I will try to enjoy my time at Headlands.**

Expectations of the school community

Head Teacher and SLT

- to build positive relationships with children and adults amongst the school based on mutual respect
- to take overall responsibility for the positive conduct of children and staff
- to lead by example when dealing with conduct
- to provide training and support for staff
- to intervene with conduct at Level 2 and 3 .

Staff and Governors

- to lead by example when dealing with positive conduct
- to build positive relationships with children and adults amongst the school based on mutual respect
- to have high expectations of children and be consistent in applying rewards and sanctions
- to meet the educational, social and emotional needs of all children through appropriate curriculum and individual support
- to be proactive in communicating regularly between home and school.

Children

- to know and respect the School Rules
- to attend school regularly and on time, with the correct equipment and uniform
- to take responsibility for their own actions and positive conduct

- to understand how their conduct can have positive or negative effects on others.

Parents/Carers

- to work with the school to ensure that their child conducts themselves positively
- to ensure that children come to school regularly, on time and with the appropriate equipment
- to support the development of positive home/school partnerships
- where possible, inform the school of any changes in home circumstance which may affect the conduct of their child in school.

Curriculum and teaching

At Headlands Primary School we understand the importance of providing an engaging and challenging curriculum that meets the needs of all children. By delivering this curriculum in interesting and imaginative ways we will inspire and excite. We appropriately structure the curriculum and create an effective learning environment to ensure positive conduct.

Circle time, PSHE and the Protective Behaviours curriculum is used to boost interpersonal skills, strengthen relationships, enhance confidence and build self-esteem.

Relationships

Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

- always focus on positive conduct and try to spot children who are doing the right thing. "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc.
- give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.
- call home to a parent to give praise, this is far more effective than several negative calls.

Praise and rewards

At Headlands Primary School, we praise and reward positive conduct; our approach is designed to promote and acknowledge good conduct rather than to deter inappropriate conduct. Reward schemes are in place to recognise this.

The core values

To provide focus and structure to encourage children to make good choices, the school has adopted four core values. The core values are: **Determination**, **Achievement**, **Respect** and **Enjoyment** and children at Headlands talk about being D-A-R-E-ing in their actions and conducts. Each year, the school holds a sticker design competition. The purpose of this competition is to design a KS1 and KS2 DARE sticker which is awarded to children for demonstrating the core values.

Furthermore, the school benefits from D-A-R-E TV. This is a screen that identifies the names (first name only) and actions/work that children have completed which exemplify the core values. This TV "show" is updated weekly and found outside the school's main hall. The photos are also displayed on the Head teacher's blog with links to it being shared through the school Twitter account and school Facebook account.

House points

On admission to the school, each child is allocated a house to which he/she is a member. House names are Cedar, Birch, Oak and Cherry. Each week house points are collected by Year 6 House Captains from across the school. They are added to previous totals for the term. At the end of each seasonal term the winning house is awarded with the House Cup that is decorated in the winning house colours. Children in the winning house also gets to attend a special event in school to celebrate at the end of each term. Each house point awarded also supports each child's own personal achievement record.

In FS/KS1 these records are sticker charts (**Appendix 1**). Each completed sticker chart results in a certificate (**Appendix 2**) which is presented during the awards and celebrations assembly. In KS2 these records are charts which result in certificates and medals being awarded to the child. The process in KS2 commences with a bronze certificate moving into a bronze medal and develops into silver, gold and platinum awards before concluding with the coveted "WOW" award (**Appendices 3**).

Parents/ Carers are invited to awards assembly on a Friday to see their child presented with their certificate. Parents/Carers must be informed the week before the award is presented. Teachers are responsible for arranging this.

House points are awarded for areas where children go above and beyond the school rules to reward their effort. These can be awarded for the following areas:

- great effort within class or around school with their work and positive conduct
- demonstrating good manners (holding open doors, polite interactions instigated by the child etc.)
- reading at home at least 4 times a week and having this recorded
- good effort demonstrated with their home learning

House points in books are evident by a gold star stamper.

Level	Number of house points required
Bronze	100
Silver	101-250
Gold	251-450
Platinum	451-750
Trophy	751-1150
Wow	1151-1600

The Positive process during lunchtimes

The school works very hard during lunchtimes to ensure the children have activities which they can enjoy. We have an "active dinnertime" philosophy which encourages children to be "busy" during these unstructured times. The school has a well-resourced playground. The distribution of the equipment is overseen by the sports leaders and by trained young ambassadors (Year 5). During lunchtimes teaching assistants are able to award positive conduct cards, these will be rewarded with a house point and celebrated in class. There will be positive conduct theme each week, promoted by the class teacher, in assembly and through display in school. These themes will be:

- to show good manners
- to be helpful
- to play positively with others
- being patient
- to ask someone to join in a game

A draw will take place in each year group, weekly to attend a Head Teacher's tea in the Emporium.

Prefects (Year 6) will also award house points to children who they see entering the school after break and lunchtime positively.

Head Teacher Awards

Alongside house points, amazing effort and commitment can result in a Head Teachers award.

The child is sent to see the Head Teacher/ Deputy Head Teacher for a "gold" sticker, a praise postcard may also be sent home. In addition the child will be a "celebrity" on the following week's DARE TV.

Relaxation Station

The relaxation station is staffed each morning break and lunchtime. This is a safe place for children who are feeling upset, worried or anxious and need to talk to someone. Teachers will also identify children who would benefit from time in the relaxation station. This room is not used as a consequence.

Reflection Room

The purpose of this room is to provide space for children who have chosen to take themselves out of a situation which they are finding difficult to manage. In this room they will be provided with time out of the situation to reflect or to be provided with appropriate activities. Teachers can liaise with reflection room staff to identify children who require additional support.

Levels of unacceptable conduct

We divide unacceptable conduct into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied
- it must be clear what changes in conduct are required to avoid future sanctions
- group sanctions should be avoided as this breeds resentment
- it should be the conduct rather than the person that is sanctioned

Support systems for individual pupil need

From time to time some children may display challenging conduct which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve positive conduct. The Inclusion Leader will be involved to monitor these at this stage. Parents must be notified of these systems. A pastoral support programme or positive conduct plan may be introduced at this time.

Support systems for staff

The school will support staff to ensure that standards of pupil positive conduct are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging conduct effectively and successfully. All staff have a copy of this policy in order that positive conduct is consistent throughout school. Staff having difficulties should speak to their Phase Leader in order to receive guidance and support.

Support systems for parents/carers

Headlands Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on positive conduct in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's positive conduct. Discussions involving a child's conduct should be done confidentially and in private. Such discussions should be recorded in class pastoral file (lined sheet). The Family Support Worker is available to work with families and make links with other agencies where necessary. A referral form should be completed by the class teacher.

Whole School approach to consequences

Level 1 Dealt with by the class teacher	Stage 1	First reminder
	Stage 2	Second reminder. Child's peg is moved from the sunshine to the cloud in F/KS1 and name is written on the board at KS2 next to a yellow face.
	Stage 3	Third reminder. Miss minutes of next break (minutes relate to age).
Level 2	Stage 4	Refer to Phase Leader. Parents/carers to be informed. Involvement of Inclusion Leader.
Level 3	Stage 5	As defined in Level 3. Dealt with by Phase Leader. HT/ DHT involvement. Parent/ carer involvement

Level 1

At F/KS1- 'Pot of Gold' (sun/ cloud/ thunder)

The visual display using the sun/ cloud/ thunder with named/photos pegs helps younger children to understand the concept that conduct is a choice and gives them clear signals about what is expected. Following an individual reminder (**stage 1**), if a child's conduct continues, their peg is placed on the cloud and the child is given a warning and the conduct is identified with them and the school/ class rule they are breaking (**stage 2**). If there is no further breaking of the school/ class rules, then the peg is placed back on the sun at the **end of that lesson**. If the child continues to choose to break the school/ class rules, then their peg is moved to the cloud and they miss minutes (related to age

e.g. 7 years = 7 minutes) of playtime/lunchtime (**stage 3**). Parents will be informed if this pattern of inappropriate conduct continues over a week.

At KS2- Yellow strike/ orange strike/ red strike

The visual display using yellow/ orange/ red strike depicted on coloured faces on the board. Following an individual reminder (**stage 1**), if a child's inappropriate conduct continues they will be given a yellow strike and their name is placed next to the yellow face on the board. The child is given a warning and the inappropriate conduct is identified with them and the school/ class rule that they are breaking (**stage 2**). If there is no further breaking of the class/ school rule, then their name is deleted from the board at the **end of the morning or afternoon**. If a child continues to break the school/ class rules, the child will be issued with an orange strike and their name placed next to the orange face on the board and will miss minutes of either their lunch or playtime related to their age as above (**stage 3**). Parents will be informed if this pattern of positive conduct continues over a week.

A visual reminder will be on display in the classroom (**Appendix 4**).

The Phase Leader will be the point of contact for staff to refer to for support and advice.

Level 2

If, over time, there is consistent, inappropriate conduct and the child chooses to break the class/school rules then the situation will be elevated to level 2 and the Phase Leader will become involved. The class teacher and phase leader will discuss the child's inappropriate conduct and will begin to monitor using the ABC sheet (**Appendix 5**). At this point the child's parent/ carer will be informed.

The child's conduct will then be supported by a positive conduct support plan.

The Inclusion Leader will monitor children at Level 2 and will provide support for staff, parents/ carers to ensure effective provision is in place for the child. A referral may be made to the Family Support Worker.

At times it may be necessary for outside professionals to be involved to support social, emotional and mental health needs.

Level 3

Examples of serious inappropriate conduct which are classed as Level 3 are as follows:

- Bullying (including misuse of the technology and cyber bullying)
- persistent disruptive positive conduct
- damage to property
- physical assault against an adult
- physical assault against a pupil
- racist abuse
- theft
- verbal abuse against an adult
- verbal abuse against a pupil
- sexual misconduct
- swearing
- any other offense deemed serious

If a child engages in any of the above they will go straight to Level 3. This will be dealt with by the Phase Leader and a behaviour report form will be completed (**Appendix 6**). The Head/ Deputy Head Teacher must then be informed without delay and will see the child concerned and will decide a suitable consequence. This will be followed up by a phone call and letter home to parents/ carers. This will be recorded centrally on SIMMS.

In extreme cases a child may be excluded. The Head Teacher/ Deputy Head Teacher has the responsibility for issuing exclusions to individual children for serious acts of inappropriate conduct.

Rewards, consequences and sanctions during lunch times

The same high levels of positive conduct are expected at all points of the day. Each class will have a named lunchtime supervisor (Year group TAs) who will report positive conduct and any negative conduct to the class teacher at the end of each lunchtime.

Consequences

Level 1 Dealt with by the Lunchtime Supervisors	Stage 1	First reminder
	Stage 2	Second reminder
	Stage 3	FS/KS1 child walks with an adult for five minutes to reflect on their behaviour KS2 child spends 5 minutes in the outdoor hut
Level 2	Stage 4	Refer to Reflections Room, liaise with reflection room staff
Level 3	Stage 5	Refer to HT/ DHT Parent/ carer involvement

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Code of conduct for everyone

Teachers will promote a consistent, effective approach to gaining the children's attention in their classroom.

Movement around school

- always walk sensibly in school
- use quiet voices
- open doors for class to walk through and for oncoming adults
- use good manners, such "excuse me," "welcome to our school," "good morning/afternoon"
- greet everyone with a smile
- adults explicitly comment on positive conduct when witnessed

Assembly

- enter the hall in a calm and orderly manner
- use hand signals instead of verbal commands to direct children
- stand until told to sit
- be a quality listener!
- stand up to sing and sing well (KS2)

(Year 6 sit on benches)

PE:

- wear PE kit – no jewellery and hair tied back (borrow school kit if there are spare otherwise evaluate lesson or do other appropriate work, parents to be informed by letter if they continue to forget kit)
- staff dressed appropriately (at least wearing appropriate footwear, trainers)– no jewellery
- have an agreed STOP signal
- follow instructions
- good sportsmanship to be rewarded
- children who forget their kit will have a note posted home to remind parents (sticker in home/ school partnership book. Children will not borrow other children's kits.

Outside work areas:

- go to table or area quietly
- quiet voices
- work on task – do not engage in conversation to people walking past
- tidy areas when finished
- children at all times need to be monitored by adults.

Playtimes:

- playtime throughout the school will start at 10.40. Children will then lead out to play quietly and efficiently onto the playground
- playtime will finish at 10.55 and at this time staff on duty will ring the bell
- the first bell means stop. The second bell will signal the children to walk quietly to their class lines. Staff on duty will send classes back into school
- Class teachers collect their children from the playground, children walk quietly and efficiently back to class, awarded with house points by the Prefects for appropriate conduct.

Toileting

- encourage children to go at the beginning of playtime/ lunchtime
- children are allowed to go to the toilet during lessons and teachers have a system set up to ensure children are safe and learning is least interrupted

Cloakroom

- put coats and PE bag in lockers

Other

- unfinished work may be completed during break and lunchtimes supervised by the class teachers. Children not to miss the whole of their free time (this will be monitored)

Monitoring and review

Positive conduct will be under constant review throughout the school on a class and individual basis.

It will be reviewed on a bi-annual basis.

Headlands Primary School Conduct incident report (LEVEL 3)

Date _____

Name of child (victim):	Age:	Year:
Name of child (perpetrator):	Age:	Year:
Name of person investigating the incident:		
Description of the incident		
Actions taken:		
Outcome:		
Parents/ carers informed of child (victim)	Yes	
Parents/ carers informed of child (perpetrator)	Yes	
Reported to governors	Yes	

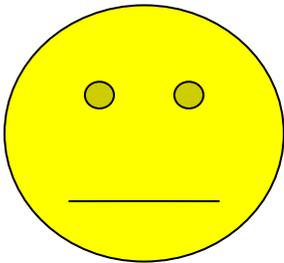
_____ (Head Teacher/ Deputy) Date _____

Our school rules

- I will always try my best in all of my work
- I will always use kind words and kind hands and feet
- I will look after my own property and that of others
- I will look out for and support everyone around me

If you break the rules:

Once - Your name will be put on the board- this is a WARNING!



After 3 warnings, you will spend some of your free time reflecting your behaviour.



Over time, if your conduct does not improve you will be sent to the Phase leader. You will miss your free time and your parents/ carer will be informed. The Head teacher/ Deputy Head Teacher will be informed at this time.



If you continue to do the wrong thing or if you hurt another person, swear or make a racist and/or discriminatory comment you will go straight to the Head Teacher/ Deputy Head Teacher and your parents/carers will be informed by letter. Sanctions will be determined at the time.