



**Hargrave
Park
School**

We Aim High

Hargrave Park School Behaviour Policy

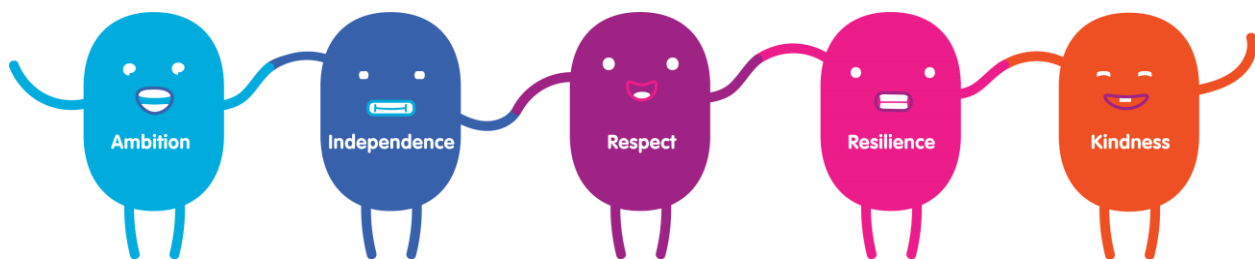
Approved: November 2023
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Our Vision

Hargrave Park is a school where children and adults are valued and supported to aim high. We are all confident learners, who are inspired by the world, flexible in our thinking and understand how to care for ourselves and others. We have pride in everything we do and we look after what we have.

Our Values

We have 5 school values



Rationale

A clear and consistent behaviour system which supports every member of the school community to feel valued and respected underpins a safe and secure environment where effective learning can take place and children can thrive.

Aims

- To ensure children are able to maximise their learning in a safe and secure environment.
- To ensure a consistent approach to behaviour throughout the whole school day.
- To support staff in their management of good behaviour.
- To develop independent learning behaviours, where children take responsibility for their own progress.
- To support children to behave in a socially appropriate way.
- To ensure that families are central in the management of their child's behaviour.

We have a trauma informed approach to our behaviour management and understand the impact trauma can have on a child's experience, their presentation and their ability to self-regulate. Hargrave Park was part of the iTIPS programme from September 2021 to July 2023, a collaborative approach between Islington Council and Islington CAMHS, to support trauma informed practice in schools.

An environment which supports children to form positive relationships with trusted adults is key to a trauma informed approach. Adults are trained to be attuned to the children's emotional presentation and respond appropriately.

The Habits of Mind are embedded across the school and are used to support good behaviour for learning. They are shared and discussed with children regularly through class discussion and assemblies. The five Habits identified to directly support good behaviour are:

- Managing Impulsivity
- Listening with Empathy and Understanding
- Thinking and Communicating with Clarity and Precision
- Taking Responsible Risks
- Persistence

The Behaviour System

We praise and reward children for good behaviour in a variety of ways:

- Individual class reward systems, as agreed with the Class Teacher as agreed at the beginning of the year.
- Weekly certificates presented at whole school assemblies.
- Gold certificates, badges and trophies awarded for consistent outstanding behaviours (See Whole Class Behaviour Chart.)
- Every member of staff has 20 house point tokens to allocate to children each week to reward good behaviour – including learning behaviour.

Class Teachers are responsible for the behaviour management of their class and for supporting the good behaviour management of the wider school.

The Whole Class Behaviour Chart

Each class must display their whole class behaviour chart. These will serve as a visual reminder indicating which stage of the behaviour system they are on.

Each child's name will be on the chart and every child will start on a green card at the start of each session. When a child demonstrates exceptional behaviour, the green card is replaced with a gold card. These rewards are monitored by the Class Teacher and when a child gets fifteen, thirty, sixty and one hundred gold cards their achievement is acknowledged in assembly with specific rewards (certificate, gold star badge, trophy, engraved trophy).

There are consequences for inappropriate behaviour. After Class Teachers have implemented a range of behaviour strategies (for low level behaviour, one verbal warning should be given before a child's card is changed to yellow), the following warning system will be employed. These are displayed on the Whole Class Behaviour Chart and will serve as a visual reminder to the children.

All card changes are recorded on weekly tracking sheets that are displayed in classrooms. These are monitored by the Pastoral Care Team on a weekly basis.

The number of gold, red and purple cards received is included on the child's Record of Assessment.

Yellow Warning

The card on the behaviour chart is moved to Yellow.

It is expected that the child will improve their behaviour after being given a yellow warning; the Class Teacher will then move them back to green. If poor behaviour persists:

Red Warning

The card on the behaviour chart is moved to red.

When a child receives a red warning, they are sent to the Reflection Table for a fixed period of time. During this period, children will reflect on their behaviour choices.

Some behaviours may warrant a red warning without a yellow warning being given previously. If a child improves their behaviour after being given a red warning, the Class Teacher may move them back to green. If poor behaviour persists a purple warning will be given.

Purple Warning

The card on the behaviour chart is moved to the purple card.

When a child receives a purple warning, a purple warning form is completed and given to the Pastoral Care Team. A child should remain in class unless their behaviour is unsafe or disruptive to other children, in these cases, children should be sent to the Pastoral Care Manager. The sanction for a purple warning is a meeting with a member of the Senior/Leadership Team for a restorative conversation during lunchtime. Parents are informed of the sanction by text message and letter. The Pastoral Care Team will issue purple card letters and may contact the parents to discuss the behaviour issues in greater detail.

Behaviours which are of a serious nature may go straight to a purple warning.

A purple card letter will be issued and the parents will be contacted. If a child receives two purple cards within a week, they will have an internal suspension the following day. Some significant behaviours may go straight to an internal suspension sanction. This sanction is decided by the Pastoral Care Team.

If a child receives three purple cards in one half term, a letter will be sent to parents/carers requesting they meet with the Pastoral Care Manager.

Internal Suspension

An internal suspension means that the child will work separately from their class for the day. It may not be appropriate for the child to attend any extended day provision on that day, this will be informed by the Pastoral Care Team. They will be met by a member of the Pastoral Care Team and settled into a different class. Work will be provided by their Class Teacher. They will have opportunities for a break outside during the day, but this will be separate from their class and supervised by an appropriate member of staff. Half of lunchtime will be a period of reflection where they will be supervised by a member of the Pastoral Care Team or Senior Leader. They will then return to their usual lunch break at 12.30pm. For very young children, this sanction is tailored relative to age and stage of the child.

Any further sanctions that may be required, including the child being placed on a report card or behaviour plan, will be decided by the Pastoral Care Manager. Serious behaviours will result in intervention by the Head Teacher. If this occurs, parents will be notified and a meeting requested.

Suspension

Serious behaviour incidents may require periods of suspension from the school and significant liaison with outside agencies. These will be in line with the protocols and policies of the local authority and reflect statutory guidance from the DfE.

EYFS

In the Early Years Foundation Stage, we introduce the Good to be Green card system using green, red and gold cards. A yellow card is introduced in Reception. We use the following rules to support children in understanding their behaviour and managing this independently through their play. The language of these is based on that used in the Habits of Mind to ensure consistency throughout the school:

- Stop and think
- We are kind and gentle
- We listening carefully and work together
- We think flexibly
- We share and take turns

A red card change would be used as a result of any physical behaviours (biting, hitting or kicking). The child is supported to calm down if necessary, and a reflection time with the adults supports their ability to understand their behaviour and how to manage it next time. The card is reset to green to give children the opportunity to try again.

Any physical behaviours are recorded in a class incident book and discussed with parents. The behaviour is monitored to ensure any patterns can be identified to reduce and pre-empt behaviours.

Under 3's provision

The named person responsible for Behaviour Management in the Under 3's provision is the Head of Centre, Lisa Horton.

Adults working in the setting will always emphasise positive behaviour and model and celebrate achievements such as “good sharing” or “taking turns”.

Parents will always be informed of any negative behaviours and included in discussions to support their child to make different choices.