



# Behaviour Policy

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**Statutory**

## Introduction

This policy provides a framework for our expectations of, and the way we promote and encourage, positive behaviour. We are very proud of the fact that most of the time at Hanover, “there is a very positive ethos around the school. Pupils behave well in classes, during playtime and at lunchtime.” And that “Behaviour is managed consistently well. Pupils respond well to the school’s behaviour management strategies.” (OFSTED 2014)

At Hanover we believe that there is a direct link between positive interpersonal behaviour, educational achievement and good citizenship. The purpose of behaving well in school is to enable us all to work productively and achieve. To this end we aim to model, promote and teach:

- positive and independent attitudes to behaviour and learning;
- active listening;
- the ability and desire to help each other and share ideas confidently;
- the ability to form positive and caring relationships;
- a considered sense of right and wrong;
- the ability to judge situations and behave accordingly;
- a respect for personal and communal property;
- a sense of personal and social responsibility;
- the ability to collaborate and work as a team;
- the ability to mend situations and relationships when things go wrong;
- adaptability, self-discipline, determination and perseverance;

These are skills which are crucial throughout our lives. Learning them is a central part of our curriculum.

## General Rules

We aim to be fair and consistent at all times in our management of the children’s behaviour. To this end we always try to listen to both sides of disputes and are also aware of the importance of applying praise fairly with all children. This includes recognising and appreciating the vast majority of children who consistently behave well and avoiding the over-praising of good behaviour shown by those who have less self-discipline.

We appreciate that children thrive best in a secure environment where they know what the boundaries are and that they are safe in the understanding that the adults are in charge and will apply rules consistently.

We have a shared set of values we call our Green Rules. These apply to our whole school community: children, staff and parents/carers. They form part of a cycle with Green Time and Circle Time. Classes also may have some additionally agreed rules that are age and pupil specific. (see Appendix 1)

## Specific Rules:

We have agreed certain specific rules that apply to particular situations:

Coming into class in the morning	<ul style="list-style-type: none"><li>• Pupils need to be in school by 8.55 am at the latest. Teaching will begin at this time.</li><li>• Pupils may come into class with parents from 8.45am. This is to enable parents to support their children in settling. Early work will be available for them to do.</li><li>• Parents who come in before 8.55 are asked to stay with their children, actively supporting them until the start of the school day at 8.55.</li><li>• Parents are asked to leave classes promptly at 8.55, to enable teaching to begin.</li></ul>
Lining up / moving through the school	<ul style="list-style-type: none"><li>• Line up quickly and quietly.</li><li>• Stay in place in line, facing the right way.</li><li>• Walk quickly and quietly through the corridors.</li><li>• Walk on the left through corridors and on stairs, so we can pass each other easily.</li></ul>
Behaviour during lessons	<ul style="list-style-type: none"><li>• Children must follow instructions from teachers and teaching assistants</li><li>• No shouting out</li><li>• No behaviour that disturbs the learning of others</li><li>• Treat classroom resources with respect</li><li>• Complete tasks as well as you can</li></ul>
Coming into class after break/lunch	<ul style="list-style-type: none"><li>• Pupils are expected to walk quickly and quietly into class and settle down, ready to learn.</li><li>• Unless they are very serious, teachers will not deal with issues brought in from the playground, as these can escalate and waste teaching time. What happens outside stays outside.</li></ul>
Assembly	<ul style="list-style-type: none"><li>• Walk into assembly quietly and sit without fuss</li><li>• Sit still, in silence throughout assemblies</li><li>• Listen attentively</li></ul>

Playtimes	<ul style="list-style-type: none"> <li>• Hurting and fighting will not be tolerated. This includes rough play which is likely to lead to someone being hurt.</li> <li>• Pupils are expected to be polite and respectful to everybody at playtime, just as they would be in class. Name calling and bad language will not be tolerated.</li> <li>• Pupils are expected to stay in the appropriate playground.</li> <li>• If pupils need to leave a playground (e.g. to use the toilet) they must ask an adult.</li> <li>• The water fountains are for drinking only. Playing with water from the fountains is not acceptable.</li> <li>• Pupils are expected to care for the plants in the playgrounds.</li> <li>• All litter (which should only be fruit peelings) should go in bins.</li> <li>• No toys are allowed, including football cards and mobile phones.</li> <li>• Unless they are very serious, playground staff will not deal with issues brought out from the classroom, but refer pupils back to their class teacher. What happens inside stays inside.</li> <li>• In the canal playground, pupils are expected not to talk to members of the public on the canal path.</li> <li>• Teachers are expected to deliver their class to playgrounds and collect them at the end of play.</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>• Pupils must ask to go to the toilet.</li> <li>• As far as possible, pupils are expected to use toilets during break times, so that they do not have to lose learning time in class.</li> <li>• The toilets are not a social space. Pupils are expected to go to the toilet only when they need to.</li> <li>• Pupils are expected to use the toilets quickly, wash their hands and then leave.</li> <li>• All property in the toilets must be treated with respect.</li> <li>• Toilet paper must be used appropriately and in particular not used to block sinks.</li> </ul>
Eating Lunch	<ul style="list-style-type: none"> <li>• Pupils talk quietly to each other.</li> <li>• Pupils will be polite and respectful to everybody, especially the meals staff.</li> <li>• Pupils will stay in their seats until they have finished lunch.</li> <li>• Pupils will clear up all their dishes, cups, cutlery and left-overs.</li> <li>• Only food must be put in the recycling bucket.</li> <li>• Pupils are expected to pick up anything they drop.</li> <li>• Pupils must finish eating in the dining room. They are not allowed to eat in the corridors, stairs or playgrounds.</li> <li>• Pupils are expected to wait quietly and sensibly in the lunch queue.</li> <li>• We will encourage pupils not to waste food and to eat a healthy lunch.</li> </ul>

Trips/Visits	<ul style="list-style-type: none"> <li>• Pupils are expected to behave courteously to all members of the public on trips.</li> <li>• Pupils must listen to instructions and follow them to stay safe when travelling and in the place being visited</li> <li>• Respect the environments you travel through and visit. In particular keep noise levels appropriate.</li> <li>• We will clean up any mess we make.</li> <li>• We will say thank you to people who help us.</li> </ul>
Visitors to School	<ul style="list-style-type: none"> <li>• We will be courteous to all people who visit the school.</li> <li>• Teachers are expected to help visitors manage their classes.</li> <li>• All visitors are expected to sign in and wear an ID badge, available from the office. We will challenge visitors not wearing ID.</li> </ul>
Mobile phones, toys, sweets and chewing gum	<ul style="list-style-type: none"> <li>• Mobile phones may only be brought into school if the child needs to travel to and/or from school alone. In this instance, parents need to inform class teachers and hand the phone to the office on arrival in the morning; it will be given back to the child at the end of the day.</li> <li>• Sweets and gum may not be eaten in school.</li> <li>• Apart from on 'toy days', toys may not be brought into school.</li> </ul>

## Principles of Behaviour Management

- **Praise:** Praising positive behaviour is a powerful means of developing and reaffirming positive attitudes in pupils. It ensures we feel valued and seek attention in positive ways. Disturbance and issues are often caused by negative attention seeking. Pupils can develop a negative self-image if their behaviour elicits regular criticism and so continue behaving badly. When pupils display a pattern of negative behaviour, praising them at every opportunity and demonstrating a belief in them as a good person can be central to transforming their negative self-image. We will encourage good behaviour with verbal praise. We will be specific when we praise a pupil, and we will praise children for positive behaviour at every realistic opportunity.
- **Good teaching promotes good behaviour:** We believe that children will be more likely to behave positively if they are given learning tasks which are suitably challenging for them, and that include them actively in their learning. We will deploy a range of interactive strategies (visual/kinaesthetic/auditory/meta-cognitive) to do this. We believe differentiation is a powerful way to manage behaviour positively.
- **Role-modelling:** The language, attitudes and patterns of behaviour we display to pupils are key in setting expectations and models for their behaviour. This is true in the interactions we have with adults as well as children. We expect everyone to model and encourage constructive, well-mannered and positive behaviour. This includes speaking to the children in respectful way, without using raised voices and never undermining or being sarcastic.
- **Criticising the behaviour not the person:** When we do use verbal rebukes with pupils, it is crucial that we criticise their negative behaviour, not them personally. Our aim is not to instil a negative self-image in pupils; it is to help them realise that a particular behaviour is wrong and that they are the sort of person who does not behave this way. Saying, "That was a horrible thing to do", is much more constructive and less damaging than saying, "You are a horrible person".
- **Timely Response:** Sanctions for negative behaviour should take place as soon after the event as possible.
- **Explanation:** If we expect pupils to respond to sanctions by showing genuine contrition and behaving more positively in future, it is important that we explain why a particular action is unacceptable and discuss alternative ways of behaving.
- **Appropriate and proportionate sanction:** To be effective, sanctions must be consistent and appropriate to the behaviour being punished. Although time out can be an effective, short term sanction, enabling pupils to calm down and reconsider their behaviour, it is vital that we do not use the curriculum as a punishment. Pupils have a right to education and we should not deny them learning opportunities that they may enjoy and achieve in. Nor should we use learning, such as reading or writing, as a punishment whilst other activities are going on. It is also important that we do not use blanket sanctions, and punish a whole group for the actions of a few individuals.
- **Retaining Control:** When dealing with situations in which anger is being expressed, it is important that we acknowledge the anger, but remain very calm and reasonable ourselves.
- **Genuine Contrition:** Through explanation, discussion and appropriate sanction we should encourage pupils to recognise the effect of their negative actions on others. If pupils feel genuinely sorry for what they have done, they are unlikely to do it again.
- **Recognising Individual and Circumstantial Differences:** Although consistency in the way we respond to behaviour is crucial, it is also important to recognise that we all have differing responses and tolerances, as well as pressures and influences in our lives. Just as

we differentiate learning to suit pupils' needs, our responses to behaviour need to be pertinent to the individual. Peculiar or mitigating factors can contribute to poor behaviour and our expectations and responses may need to recognise this. In exceptional circumstances, individualised responses to negative behaviour may be the best course.

## **Rewarding positive behaviour and effort**

We will use a range of rewards to motivate children in making positive behaviour choices. We see rewards as recognition of good behaviour, not a bribe to behave well. We want pupils to understand the intrinsic moral value in behaving well, and not simply do it as a means to an end. These are a list of examples of our incentives:

- Green Time
- Public praise in front of peers
- Praise in marking
- Classroom recognition including on visual behaviour chart (Good to be Green)
- Sending children to the Leadership Team or other teachers for praise
- Certificates for celebration assembly
- Telephone calls, conversations, letters or text messages to parents
- The Head Teacher's Golden Ticket Tea Party on a Friday

## **Green Time and Circle Time**

Green Time is a reward for following the Green Rules and behaving in a constructive way over a week. It usually takes place from 2.45-3.15pm on Fridays, for KS1 & 2, and is a whole school celebration of our positive attitudes and behaviour over the week. During Green Time pupils have free choice from a range of activities. To make it meaningful, the activities set up will be exciting and challenging and change each week. Each Friday teachers issue a golden ticket to one child who will have the special privilege of attending a tea party in the Head Teacher's room during Green Time.

Circle Time takes place at different times in each class during the week. Along with other PHSCE sessions, it is an opportunity to explore, discuss and demonstrate positive behaviour and the values enshrined in our Green Rules (see PSHE & Citizenship Policy).

## **Dealing with Unacceptable behaviour**

There is no place at Hanover for violence, bullying, harassment, vandalism rudeness to others or bad language. Pupils are encouraged to report all such incidents to an adult in school. Racist, sexist, homophobic and disablist incidents must be recorded in the incident book, which is monitored by the Headteacher. Statistics on such incidents are reported to the governors and Local Authority. (For details on how we respond to such incidents see the Equal Opportunities Policy. Also see our Anti-Bullying policy and response to bullying document.)

## Sanctions

Where rules are contravened there must be a system of appropriate sanctions. Sanctions should always be commensurate with the seriousness of the offence in order to be effective.

Minor infringements of the rules may be dealt with in the following ways:

### In Lessons

- Verbal rebuke or warning
- Moving up/down the visual behaviour chart (Good to be Green)
- Repetition of a task, if it was not completed properly
- Time out in class for 5 minutes + loss of 5 minutes from Green Time
- Withdrawal to another class for 15 minutes + loss of 5 minutes from Green Time
- Lunchtime in the 'Cooler' (see Appendix 2 on guidance on use of 'cooler')
- Referral to Leadership Team

### Lunch and Playtime Sanctions

We are clear with children that issues arising in class and at playtime are kept separate as they are often dealt with by different staff. Misbehaviour at playtime may be dealt with in the following ways:

- Verbal rebuke or warning
- Time out within the playground
- Issue of a red level down card (see Good to be Green)
- Playground staff may remove Green Time from pupils who misbehave, and report this to a child's teacher
- Sent to the 'Cooler'
- For very serious incidences, pupils may be referred to a member of the Leadership Team.

Lunchtime staff are asked to keep notes of more serious incidents that happen, and pass them onto class teachers so parents can be informed.

For more serious or repeated contraventions of the rules, the following sanctions may be used. They increase in severity:

1. Time out in class (as a rule of thumb, for as many minutes as the child's age in years);
2. Time out in another class (for duration see above);
3. Attendance in 'the Cooler' over one or more lunchtimes
4. Referral to member of Leadership Team;
5. Meetings / letters to parents; withdrawal of privileges;
6. Internal school exclusion
7. Exclusion from school

## **Loss of Green Time**

Green Time is a recognition of good behaviour and can be withdrawn as a sanction. Loss of Green Time is additional to the sanctions above and not a substitute for them. As with all sanctions, loss of Green Time will accord with the principles of behaviour management agreed above. All members of staff dealing with a child may remove Green Time if necessary, although consistency is important and a verbal rebuke or warning will usually be given first. Staff who remove Green Time are responsible for communicating this to the child's teacher.

Green Time will be lost in small chunks, not all in one go. Lost Green Time is not redeemable over a week. During lost Green Time, pupils will be asked to consider why they have lost it and how they will ensure more positive behaviour in the future, perhaps recording this in an age-appropriate way.

## **Special Needs**

Persistent difficulties with behaviour can be an indicator of special needs. We use a robust system of early warning, monitoring and discussion to help us identify pupils who need extra support to meet their needs. Parents and pupils themselves will be involved in this process as much as possible. The school may seek additional advice and assessment from the borough behaviour support service and the educational psychologist or the local health authority. An individual behaviour plan is written for particular children who need specific support to help improve their behaviour. This is to ensure consistent intervention and management of this behaviour by all adults in the school so that the child receives the same message reinforced by all that work with him/her. This plan is shared with the child's parents/carers and with all staff members as appropriate. A team around the child meeting will take place regularly to review the success of the plan and the progress that each child with such a plan is making in managing their behaviour.

## **Exclusion**

In exceptional circumstances, which might include persistent defiance, on-going disruption to classes or violence towards children or adults, a child may be excluded. This might, dependent on the circumstances, initially take the form of an 'internal exclusion' where the child is removed from the classroom for a fixed period of a half day or a full day and spends this time working with the Learning Mentor or a member of the Senior Management Team.

If, however, the School assesses the behaviour to be sufficiently poor as to require a fixed term exclusion away from school, or a permanent exclusion from school, the School will apply these sanctions in accordance with Local Authority procedures and Department of Education guidance <sup>1</sup>.

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<sup>1</sup> "Exclusion from Maintained Schools, Academies and pupil referral units in England"  
<https://www.gov.uk/government/publications/school-exclusion>

The School may decide to exclude a pupil permanently:

- In response to a serious breach, or persistent breaches, of this behaviour policy; and
- Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

## Appendix 1: Green Rules

1. We are responsible for our own behaviour
2. We are gentle
3. We are kind and helpful
4. We listen
5. We are honest
6. We work hard
7. We look after our school

## Appendix 2: Sanctions

This document is an appendix to our behaviour policy and Good to be Green system. It is written to clarify implementation of these policies. It was written by the phase managers and SLT of Hanover Primary School on the 2nd September 2015.

### Classroom behaviour

Everybody starts each day on Green

First offence: verbal warning (warning card)

Second offence: 5 minute time out within classroom (consequence card)

Third offence: 20 minutes in a partner classroom (consequence card)

Fourth offence: Sent to phase manager who may decide to send the child to the cooler.  
(consequence card)

**For any offence that is extreme (such as violence), the child will be sent to the phase manager, bypassing the intermediate steps. (consequence card)**

### Playground behaviour

First offence: Verbal warning

Second offence: 5 minutes on bench (Down card)

Third offence: Rest of play on bench (Down card)

**At the end of play/lunch, all children who either received an up or down card assemble at the front of their class line so that handover can happen. Up/Down cards then received by class teachers who adjust class charts.**

## **The Cooler**

Children sent to the cooler have their lunch first. They must be sent by the class teacher, with work to complete. They stay for the full duration of the lunch break. At 1:25, the class teacher must collect any children from the cooler in order to reintegrate them and to discuss how behaviour was in the cooler. While in the cooler, the behaviour will be entered onto the SIMS system by the SLT member who is responsible for the cooler that day.

## **Report**

If a child is sent to the cooler three times in a half-term, they may be put on “report”, and a letter will be sent home by the Learning Mentor explaining this. Being on “report” means that any positive or negative behaviour will be specifically logged in SIMS each day for a set period of time. This is to be completed by the Learning Mentor and the class teacher/phase manager. At the end of this fixed period, the report will be discussed with parents.

## **Appendix 3: List of behaviours that are never tolerated and exceptional behaviours**

Staff are advised that if any of the behaviours listed below are witnessed, that it is their duty to follow through with the appropriate consequence.

- Violent behaviour of any kind
- Racist, sexist, homophobic or disablist language
- Negative name-calling
- Swearing
- Lying
- Damage to property
- Inappropriate physical contact
- Spitting
- Insolence/defiance
- Answering back
- Threatening or abusive behaviours including gestures or sounds
- Refusal to follow instructions

Staff are advised that if any of the behaviours listed below are witnessed, that they may choose to “up-level” the children involved. They are also reminded that we do not reward good behaviour – we expect it!

- Showing exceptional empathy or care for others
- Unusual initiative – for example, spotting jobs that need completing
- Exceptional effort with work – either homework or classwork
- Mediation between others
- Letting adults know about concerns regarding others, or about other behavioural issues.

## **Appendix 4: Recording of poor behaviour**

Behaviour that falls short of our expectations should always be challenged. Where children are sent to the “cooler” or where it is serious enough that we contact parents, incidents should be recorded in CPOMS, the school’s behaviour and safeguarding tracking system.

Where the behaviour of children is an ongoing concern, it is valuable to record low-level behavioural incidents too, as this builds a picture of behaviour over time, and enables teachers to understand patterns and triggers for negative behaviours.

In CPOMS, incidents must be recorded accurately and should include as much detail as staff have available. This might include linking the incident to other children in the school, uploading additional supporting evidence, or using the body-mapping aspect of the software to record where injuries occurred as a result of poor behaviour.