



Hothfield Junior School

*A Policy for Pupil  
Engagement and Positive  
Behaviour*

July 2015

Reviewed and updated – October 2016

### Policy Authors:

This policy was collated by the Senior Leadership Team (Sally Anne Boyes, Su Lord-Cloke, Jon Crossley, Jennie Hudson and James Procter) following a period of consultation, in Summer 2015, involving all staff, governors and pupils.

### Our Vision

*Ensuring good behaviour for learning is the responsibility of all stakeholders. We all play our part in delivering a consistent and effective approach to promoting good behaviour.*

### The Aims of this Policy:

1. To provide a clear framework of rights and responsibilities for all stakeholders (pupils, parents, staff and governors) so that everyone understands what is expected of them.
2. To ensure positive partnerships exist between all stakeholders, based upon mutual respect and effective communication.
3. To provide quality learning opportunities which enable all learners to achieve their potential academically, socially and emotionally.
4. To recognise that quality learning opportunities are the ultimate reward and that it is not acceptable to disrupt the learning of others.
5. To promote self-discipline in learners, which includes a pride in their presentation and appearance and having a positive attitude to the school and wider community.
6. To deal effectively with bullying, harassment, discrimination and aggression towards any stakeholder for any reason.

## **Guidance Notes**

The following pages outline strategies and procedures that will assist all stakeholders in the implementation of this policy. All staff must ensure they are familiar with this guidance and refer to it to support their work with pupils and other stakeholders. A copy of this policy will be available on the Hothfield website. Any staff needing further advice or guidance should speak with one of the senior leadership team.

## **The Home/School Agreement (HSA)**

This outlines the responsibilities of staff, pupils and parents in ensuring good behaviour for learning. There is a copy in every child's planner and one in the appendix of this policy. The agreement is to be reviewed by teachers with their classes at the beginning of every school year and then signed by parents and pupils. The home/school agreement should then feature in any discussions teachers need to have with parents concerning behaviour.

## **Class Rules and Responsibilities**

Our Hothfield Golden Standards and Golden Playtime Rules act as a general code of conduct for pupils (both are in the appendix). Each class will discuss rights and responsibilities at the start of the academic year including 'talk rules' to encourage quality talk for learning. The talk rules are agreed across the year group so all staff can work in the same way with the pupils. Establishing clear rules and expectations within classes and year groups is the key to good behaviour and it is the class teacher's responsibility to ensure these are set and referred to regularly.

## **Learning to Learn**

Our Hothfield 6Rs aim to encourage good behaviour for learning, by challenging pupils to build positive relationships, be resilient, to develop reasoning skills, to act responsibly, to reflect upon their learning and to be resourceful. Staff should have a clear understanding the 6 Rs (see the appendix) and refer to them frequently within lessons, especially when praising children.

## **UNICEF Rights of the Child Programme**

These have been drawn up to reflect the rights of all children around the world. Hothfield staff agreed to refer to certain rights as part of the children's social and emotional learning. We believe that with rights come responsibilities and through discussing these dual concepts we hope to develop respect for the rights of everyone.

## **Respecting Others**

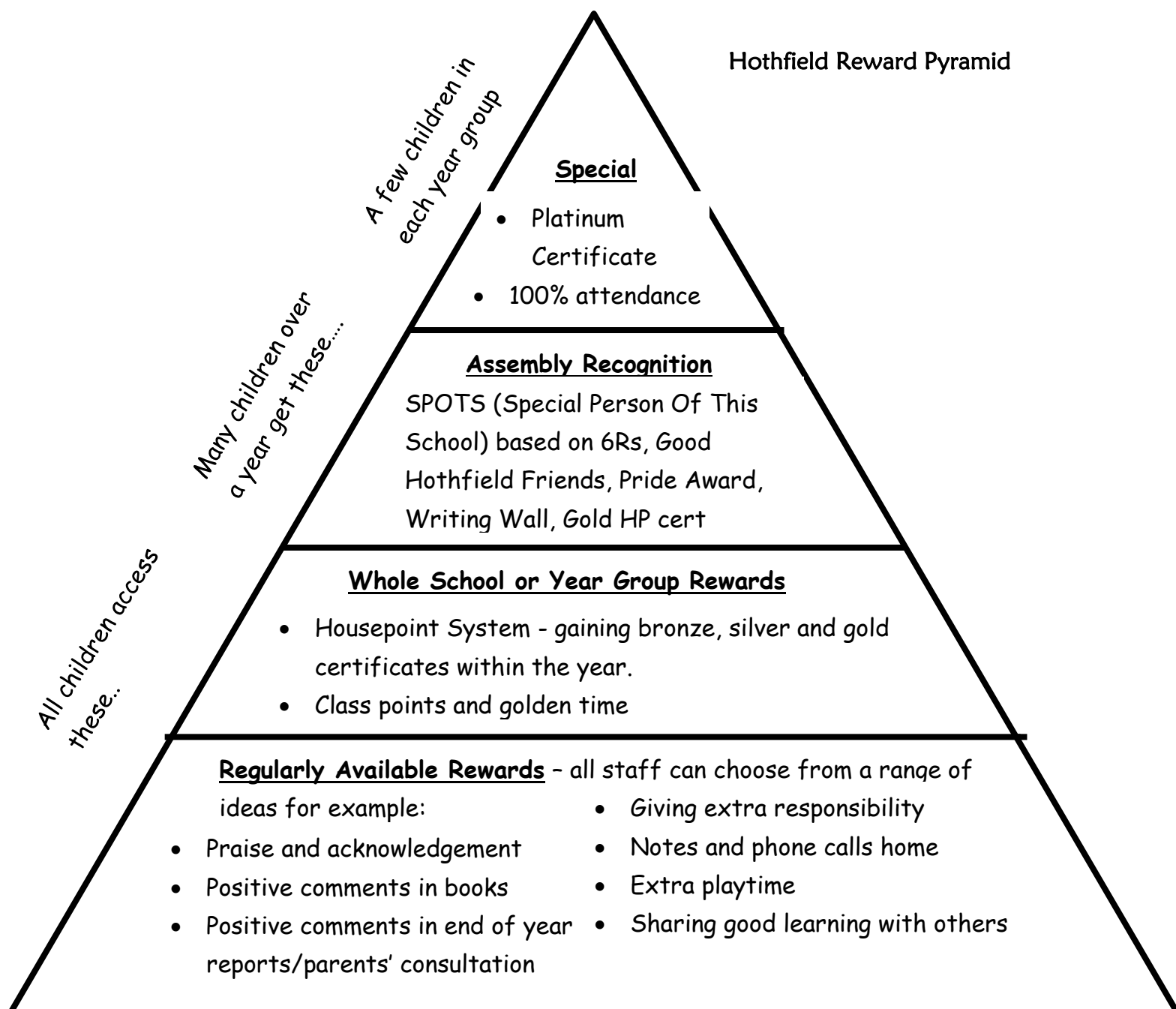
Respect for all members of the Hothfield community is important in developing positive behaviours. All staff have a responsibility to model this, to communicate effectively and to support each other as well as supporting the pupils.

## Rewards

We think that engaging learning experiences are the ultimate reward for good learning behaviour at Hothfield. We also use rewards to encourage individuals or groups to put effort into their learning and to challenge themselves to achieve their personal best. We believe that:

$$\text{Effort} + \text{Challenge} = \text{Learning}$$

For this reason we generally avoid giving rewards and praise based solely on performance, but we also consider the effort and progress made. We find it helpful to base some of the rewards on the 6Rs. We also believe that building a positive relationship with pupils is the key to good learning behaviour and sometimes low key acknowledgements of achievements are just as effective as high status rewards. The better that staff know their pupils the better able they are to use rewards effectively.



Helping pupils to correct negative behaviour requires a relationship based on mutual respect between adults and children. Consistency within a year group helps this to develop and promotes a sense of fairness. For 'low level' behaviours we use a range of strategies, reflecting the needs of the child. Where possible we use a '*reminder before reprimand*'.

Children are given the opportunity to **reflect** on their behaviour, considering which of the 6Rs may help them in the future. It may be helpful for pupils to complete a form that guides their thoughts first. This 'Thinking Time' is followed up by discussion with the adult who dealt with their behaviour or at times with the wider cohort team. We delay discussions about behaviour until the children involved are in a calm and reflective state of mind.

More serious behaviour incidents may require a more serious response, such as the loss of playtime or spending time away from peers. We may also discuss children's behaviour with their parents and carers referring to the home/school agreement. Where the incident involves harm or distress to others, a restorative approach is used and *we aim* to resolve relationship difficulties before the end of the school day. Sometimes it is necessary for staff to monitor children's relationships over a period of time, such as when bullying behaviour has been identified (for more detail see our 'Response to Bullying Policy' on our website).

**All serious incidents (including all use of discriminatory or offensive language) are reported to the Headteacher and logged in the Serious Incident Log.** This log is reviewed half-termly by the Senior Leadership Team and by the Standards Committee of the board of governors. Where there is a repeating pattern of serious behavioural incidents over time, we develop a bespoke plan to help the child modify their behaviour. This plan should include:

- An agreed contract of sanctions and rewards specific to the child
- Support from the Learning Mentor
- Regular review meetings between class teacher, parents/carers and a Senior Leader, such as the Deputy Head or Inclusion Manager.

Where such a bespoke programme has been created, children are considered to be at Range 1 of SEND provision and are entered onto the SEN register. Some children need expert provision from agencies out of school and need support at Ranges 2+. Our approach can be summarised by these stages:

- **Stage 1:** Occasional 'low level' behavioural challenge; dealt with by warning then reprimand.
- **Stage 2:** Child needs an 'in class' programme devised by class teacher for a short period to help refocus them on positive behaviour
- **Stage 3:** Child needs a bespoke programme to help them correct more serious behavioural patterns noticed over time. SEND register for SEMH at Range 1.
- **Stage 4:** As stage 3, with outside agency support. SEND register at Range 2+.

# Hothfield Sanctions Pyramid

Serious behaviour (eg. bullying, harassment, aggression)....

...violence, wilful damage or other unacceptable behaviour.

Permanent/fixed term **exclusion** ('Exclusion Policy' is available on the website).

- **Formal monitoring/record** (inclusion in the Serious Incidents Log and regular meetings with HT or DHT)
- **internal exclusion**
- **meeting with parents, HT/DHT, child** (and other staff as appropriate).

If the behaviour continues class teachers will...

- **Ask pupils to miss social time/after school catch up**
- **Meet with parents (refer to HSA)**
- **Devise an individual programme (eg behaviour targets )**
- **Ask an SLT member to meet pupil**
- **Remove pupil from learning for reflection time**

For low level behaviours eg:

- **Calling out/distracting others**
- **Minor incidents of disrespect**
- **Forgetting homework**
- **Breaking playtime rules**

Staff could use systems such as....

- **Red/yellow card/board system**
- **Class dojo points**
- **Names on board**
- **Lunchtime notes to teacher**
- **'Pay Back' at playtime/golden time**
- **Lunchtime detention (PDR system)**

## A Summary of Stakeholder's Responsibilities:

'Ensuring good behaviour for learning is the responsibility of all stakeholders'.

Stakeholders	Responsibilities
Pupils	<p>Abide by:</p> <ul style="list-style-type: none"> <li>• Golden standards and playtime rules</li> <li>• Class talk rules</li> <li>• Home school agreement</li> </ul> <p>Communicate concerns Report swearing and discriminatory language Put effort and challenge into learning</p>
Parents	<p>Support the Home School Agreement Communicate concerns and needs of pupil with school</p>
Non-teaching Staff	<p>Support pupils with:</p> <ul style="list-style-type: none"> <li>• Golden standards</li> <li>• Playtime rules</li> <li>• Class talk rules</li> </ul> <p>Model respect and build positive relationships Repair and rebuild relationships with pupils when they have dealt with a behaviour incident Communicate with other staff efficiently Praise and reward appropriately (in line with Hothfield Pyramid) Support year group sanctions (see Hothfield Pyramid)</p>
Teaching Staff	<p>As the non-teaching staff plus</p> <ul style="list-style-type: none"> <li>• Create an engaging and supportive learning environment</li> <li>• Establish clear expectations</li> <li>• Plan engaging learning</li> <li>• Model high standards of presentation</li> <li>• Make extensive use of the Hothfield Reward Pyramid</li> <li>• Aim to work with year group colleagues for a sense of 'fairness'</li> <li>• Communicate effectively and regularly with parents</li> </ul>
Learning Mentor	<p>As with the non-teaching staff plus</p> <ul style="list-style-type: none"> <li>• Communicate effectively and regularly with parents</li> <li>• Facilitate peer mediation initiatives, such as the Hothfield Buddies</li> <li>• Support individuals and groups in socialising positively</li> <li>• Help identified individuals to engage positively with learning</li> </ul>
School Leaders	<p>As the other teaching staff plus</p> <ul style="list-style-type: none"> <li>• Support colleagues when meeting some parents/pupils</li> <li>• Support colleagues when children need to be removed from learning/social time</li> <li>• Model effective class management strategies</li> <li>• Monitor serious behaviour incidents</li> <li>• Authorise exclusions if needed (HT/DHT)</li> <li>• Report to governors via personnel committee</li> </ul>
Governors	<p>Monitor and review pupil and parent viewpoint on behaviour (via talking with children/parents and pupil/parent surveys) Communicate their findings with parents Discuss strategies with school leaders Monitor exclusions and serious behaviour incidents Convene disciplinary or complaints committees if required</p>

## Appendices to the Behaviour for Learning Policy

- i. Hothfield Home School Agreement
- ii. Hothfield Golden Standards
- iii. Hothfield Golden Playtime Rules
- iv. Hothfield 6Rs for Learning
- v. Guidance for visiting staff on ‘Maintaining a Positive Environment for Learning’.







## HOTHFIELD JUNIOR SCHOOL: HOME SCHOOL AGREEMENT

### THE CHILD will:

- \* treat others with respect
- \* behave sensibly around the school to keep myself and others safe
- \* do my classwork and homework as well as I can
- \* take care of equipment belongings, buildings and surroundings
- \* abide by the school rules
- \* be polite and try to be helpful to others

### THE SCHOOL will:

- \* provide a welcoming atmosphere and a safe, caring environment
- \* provide a broad and balanced curriculum
- \* cater for the specific needs of individuals
- \* let parents know at an early stage about any concerns we have
- \* keep parents informed about activities and events in school
- \* respond promptly to parent's concerns

### THE FAMILY will:

- \* encourage our child to develop positive attitudes to school to achieve to the best of their ability
- \* ensure that our child attends regularly and punctually, and dressed appropriately
- \* support the school's Behaviour Policy
- \* take holidays out of school time
- \* try to take the opportunities offered to come into school
- \* support our child with his / her homework
- \* make the school aware of any problems which might affect our child's learning or behaviour

Signed: \_\_\_\_\_ (child)

Signed: \_\_\_\_\_ (Headteacher)

Signed: \_\_\_\_\_ (parent)

PLEASE SIGN TO INDICATE YOUR ACCEPTANCE OF THE HOME SCHOOL AGREEMENT



## Our Hothfield Golden Standards

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1/ We treat all Hothfielders with respect, kindness and good manners.

2/ We come to school ready to learn and to help others to learn.

3/ We always try our best no matter what the challenge so we can be proud of our achievements.

4/ We keep ourselves and others safe.

5/ We are calm, careful and quiet in our classroom and around the school.

6/ We are proud to be Hothfielders.



# Our Golden Rules for Happy Hothfield Playtimes

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We want everyone at Hothfield to have happy and safe playtimes that enable children to relax, develop their social skills and support their learning on their return to lessons. We want children to build their independence and their ability to manage their own games and sort out problems for themselves.

**Golden Rule 1:** We keep safe and help everyone else to be safe; we don't hurt others.

**Golden Rule 2:** We are kind and helpful; we don't hurt anyone's feeling or spoil others' games.

**Golden Rule 3:** We care for the playground and the equipment; we don't damage or spoil anything.

**Golden Rule 4:** We speak with respect to each other and to adults on duty. We respect adult decisions because it is their job to keep us happy and safe.

**Golden Rule 5:** We try and sort out most problems ourselves first before we seek the help of the adults on duty.

**Golden Rule 6:** The whistle always means STOP AND STAND STILL. The final whistle means that playtime has finished and learning time has begun. We enter the building and make our way to class calmly and ready to learn.

## Appendix iv

### The Hothfield 6Rs for Learning

Our '6Rs' are based on the principles of 'Learning to Learn' that were devised by (amongst others) Guy Claxton. More information can be found in his book, 'Building Learning Power' (2002) and other publications. This author is also indebted to Gareth Thomas and Lyndsey Kerswell amongst other colleagues at Kingskerswell Primary School, Devon, for their action research project which led to the development of '6Rs for Learning' in 2006-8.

Learning to Learn recognises that successful learners use a range of behaviours which are conducive to learning. By teaching children these behaviours, we can ensure that everyone can be a successful learner. As such it is complementary to the idea of developing a 'Growth Mindset' pioneered by Carol Dwek, which underpin our vision statements: 'intelligence is not fixed; it can be grown' and 'we believe; we achieve'.

At Hothfield we have identified 6 behaviours of successful learners:

1. They take **responsibility** for themselves, their learning and the requirements of the learning.
2. They work co-operatively and are mutually supportive. They can listen to others and contribute appropriately in group tasks. They develop **relationships** built on respect with each other and the staff that work with them.
3. They are **resourceful**: they use the information and tools around them and they can apply previous learning in new ways to solve problems.
4. They are **resilient** and they keep going when learning is difficult or they encounter a problem. They will risk-take to find a solution. They don't mind making mistakes, because they know that learning comes from mistakes.
5. They **reflect** on feedback given to them to improve their output or to do better next time and exceed their previous personal best.
6. They ask questions about their learning and make connections between ideas. They are able to explain their thinking and give the **reasoning** for their solutions.

To help the children identify the characteristics of the learning behaviours, each one has been allocated an animal and the 6Rs are discussed regularly at class and school level. Children are encouraged to recognise when they themselves and others in the group have used one of the Rs in their learning. In particular this happens during Friday 'Special People Of This School' assemblies. Crucially, by linking rewards to the 6Rs we are praising *successful learning behaviour* rather than ability and achievement thereby *encouraging effort and a 'growth mindset'*.

(Su Lord-Cloke, August 2015)

## Appendix v

### Creating a Positive Playground Environment at Hothfield

#### A Guide for Visitors

##### Rules, Rights and Responsibilities:

We have **5 Golden Rules** for Happy Playtimes, which are on display in both of our playgrounds. A copy is attached to this booklet. These rules were established through discussions with staff and children.

##### Behaviour Management Steps:

###### Playtime

Teachers on duty speak with children directly when the rules are infringed. We give a warning before reprimand, but if the infringement continues the behaviour will be discussed with the class teacher, who may decide that the child needs to meet with staff at lunchtime. Occasionally children may need to spend time inside at playtime to reflect on their behaviour.

###### Lunchtime

1. We always give a '**warning** before reprimand'.
2. When children continue to infringe the rules at playtime, teachers make a note on a **yellow slip** with the child's name, date, class and rule broken. This is filled in by with the child and given to the child's class teacher.
3. When the teacher receives three yellow slips for one child in the period of half a term, the child goes to the **PDR** (pupil detention room), which means they spend playtime with the Deputy Headteacher (Su Cloke) in her classroom. The PDR is recorded in her file and a letter is sent to the child's parents.

###### Rewards

We reward children with **housepoints** for notable acts of kindness and courtesy. We also nominate children as '**Good Hothfield Friends**'. That means an anonymous nomination, via note to the Headteacher which results in a certificate presented in assembly. Children and adults nominate 'Good Hothfield Friends'

## Creating a Positive Learning Environment in Year 3 \*\*NB – Under Review – October 2016

### Class Rules, Rights and Responsibilities:

- We follow the **Hothfield Golden Standards** (see attached).
- We also have our **Year 3 Talk Rules** on display in each room. These rules were devised by the children in September.

### Behaviour Management Stages:

To help manage inappropriate behaviour, year 3 use this system:

1. Verbal or non-verbal reminder
2. Initials on the 'sad side' of the board
3. Tick by name
4. Further tick by name (a maximum of two)

Children with their name on the board at the end of the morning stay in at lunchtime to reflect on their behaviour with the adults in year 3. Names on the board in the afternoon stay in the following day. They will be asked to complete a 'Thinking Time' sheet to help them reflect. For initials only they stay for 5 minutes; with a tick it is 10 and with two ticks children stay for 15 minutes. Year 3 have golden time regularly, but children who have accumulated names on the board, lose golden time in blocks of 5 minutes.

### Rewards:

**Housepoints** are the main individual rewards. They are recorded in the back of the child's planner. When praising we use **the '6Rs'** – Responsibility (Dog), Reasoning (Chimp), Resourcefulness (Squirrel), Relationships (Ant), Resilience (Spider) and Reflection (Owl) to help the children focus on good learning behaviour. We put the children's names on the 'smilie side' of the board against the R which relates to the reason for the praise. Children get a housepoint stamped in their planner.

Year 3 Golden Time will take place on Fridays about once per fortnight as a reward for those who have not been on the ☹ board. A raffle ticket system is also used to provide an extra incentive. Children get raffle tickets for good learning behaviour, which will go into a draw for a small prize during Golden Time.

## Creating a Positive Learning Environment in Year 4

### Class Rules, Rights and Responsibilities:

We follow the *Hothfield Golden Standards* (see attached).

### Behaviour Management Stages:

To help manage inappropriate behaviour, year 4 use a four step system:

1. Verbal or non-verbal reminder
2. Initials on the board
3. Tick by name
4. Write out the Golden Rule that has been broken and explain what changes they will make in the future.

### Rewards:

**Housepoints** are the main individual rewards. They are recorded in the back of the child's planner.

**class points** are also awarded to promote effective team work and for achieving specific targets.

These contribute to **year group golden time**.



## Creating a Positive Learning Environment in Year 5 \*\*Under review – October 2016\*\*

### Class Rules, Rights and Responsibilities:

- We follow the **Hothfield Golden Standards** (see attached).
- We also have our **Year 5 Talk Rules** on display in each room. These rules were devised by the children in September.

### Behaviour Management Stages:

1. If a child is not complying with the Golden Standards or Talk Rules, we will give a **verbal warning**.
2. The next step is to put their initials on the board.
3. If the problem continues they have a tick next to their name as a **final warning**.
4. If the problem still continues and a child gets two ticks next to their name, they will be asked to discuss their behaviour with the Year 5 staff at the next lunchtime (this may involve written reflection in addition to discussion as seen fit).

If suitable, time out may be used either within the classroom or within another year 5 classroom. They could also be escorted to the library or quiet room. If you need adult assistance, send a reading book to the office.

### Rewards:

**Housepoints** are the main individual rewards. They are recorded in the back of the child's planner. If you don't have access to a stamper, write HP. We give housepoints for particular effort in work or progress made in assessment. Teachers agree the 'scale' of housepoints to be awarded for particular projects, test score improvements etc. (eg. 2 hps for x points progress; 1 hp for y points progress).

At Hothfield we use **the '6Rs'** – Responsibility (Dog), Reasoning (Chimp), Resourcefulness (Squirrel), Relationships (Ant), Resilience (Spider) and Reflection (Owl) to help the children focus on good learning behaviour. These are prominently displayed and it is helpful to refer to them when rewarding children.

Each class will have a **marble jar**, with classes earning marbles when particular behaviours have been observed (classwide or notable individual efforts on behalf of the class). Each week, Y5 will choose a Golden Standard to be the focus for the classes this week. **When the jar is full...**

## Creating a Positive Learning Environment in Year 6

### Class Rules, Rights and Responsibilities:

- We follow the **Hothfield Golden Standards** (see attached).
- We also have our **Year 6 Talk Rules** on display in each room. These rules were devised by the children in September.

### Behaviour Management Stages:

*All stages are dealt with in a calm, low key manner.*

1. There is an expectation of good learning behaviour from every child.
2. This expectation is realised through positive reinforcement of good behaviour
3. Teacher will use a calm reminder/look for the first low level incident. This could be: 'Is everything ok?' or 'Remember our rule.'
4. A 'Time to Reflect' sheet is given if 2 did not work or the incident was more serious. The 'Time to Reflect' is not a reprimand or time out; it is asking the child to think. All children asked to complete a 'Time to Reflect' meet with adults at lunchtime to reflect on their behaviour for learning.
5. If a child is agitated or angry after a break time, they will be asked to take some time to settle ready for learning. They may or may not need to be out of the room and an adult may need to be with them.
6. Any children severely disrupting the learning are removed from the learning by a) telling them to sit quietly in a designated area or b) asking an adult to remove them. If there is no adult available, send a reading book to the office for Senior Leadership Team support.  
Children go to:
  - Another year 6 room
  - The quiet room
  - The foyer/hall
  - The learning mentor room

### Rewards:

**Housepoints** are the main individual rewards. They are recorded in the back of the child's planner and are a form of meaningful praise. The reason is always given.

**Golden Time** activities are incorporated into the timetable at various points. At this time some children may have a circle time to discuss their behaviour for learning instead.