



**Hazelwood Schools**

**Positive Behaviour  
Policy**

Reviewed and Adopted: **Spring 2022**

Reviewed by: All Staff / LTS committee

Next Review: **Spring 2025**

Review every three years

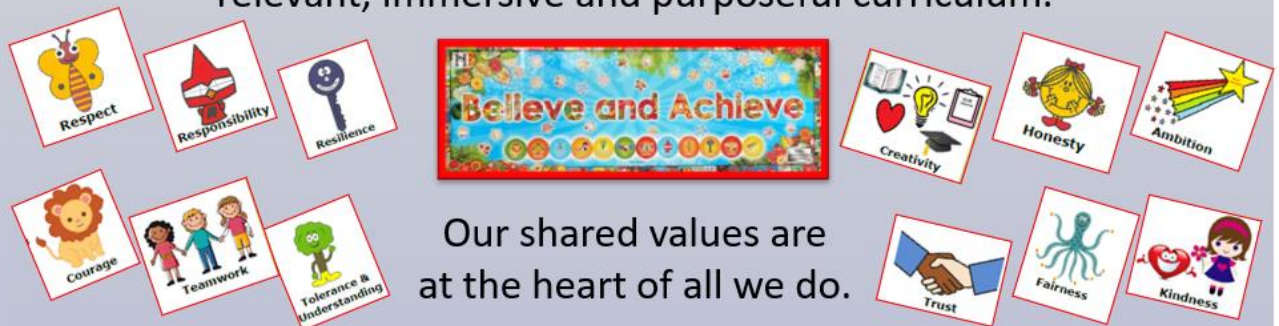
## Intent

At Hazelwood Schools, we strive to be a caring community where every member feels valued and respected. As our vision shows, we aim to support the emotional and social development of every child through our values. As a school community, we believe that our vision is underpinned by our twelve values, which are taught explicitly in lessons and modelled throughout everything that we do.

# Our Vision and Values



At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Our shared values are at the heart of all we do.

Our values are: **Respect, Resilience, Responsibility, Creativity, Honesty, Ambition, Trust, Kindness, Fairness, Courage, Tolerance & Understanding and Teamwork.**

We believe that the establishment of a good learning environment both within and outside the classroom is key to effective teaching and learning. Effective teaching and learning is dependent on positive relationships established at school and classroom level through interactions between staff and children and between children themselves. We also believe that it is crucial for parents to embrace the values of the school and to model appropriate behaviours.

This Positive Behaviour Policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It aims to promote a positive school ethos through positive behaviour strategies and celebrations of success. Furthermore, the policy aims to promote firm action against bullying of any kind and ensure that all members of the school community recognise that there will be consequences for poor behaviour choices and that these are consistently and fairly implemented.

## Implementation

### Our Positive Behaviour Ethos

At Hazelwood Schools, we expect children to make positive behaviour choices. We recognise that children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes.

#### At Hazelwood Schools:

- We establish class rules with our children at the beginning of each year to facilitate discussion of behaviour throughout the year
- We remain open and honest with children and follow through with decisions made
- Before taking any action, we communicate, clearly and effectively, our intentions to the child
- We aim to act rather than react
- We impose appropriate, fair and effective sanctions that are relevant to the child
- We strive to let our voices and body language make it clear to the child what we expect them to do
- We strive to be a “no shouting school”

#### And so...

- We set clear and consistent expectations in a positive way, rather than in a negative way
- We provide simple explanations for these expectations
- We focus on the behaviour, not the child
- We provide choices to the child when appropriate
- We recognise, praise and reinforce positive behaviour
- We allow time for children to respond to expectations
- We encourage the child to seek help and ensure that they always know who is available to help them

#### Positive Behaviour Strategies

The following is a guide (not an exhaustive list) to some of the positive behaviour strategies the school staff and children can employ to reward, recognise and encourage positive behaviour:

- Use of PSHE, Circle Time and Social Stories to discuss aspects of personal and social development including positive and negative behaviour
- Certificates given in weekly Achievement Assemblies linked to the values that have been displayed throughout the week by certain children
- Rewards linked to positive behaviour (see later section)
- Adults and children acting as good role models, demonstrating positive behaviour through our values
- Giving positive feedback to individuals about their work/behaviour and commending behaviour to the whole class
- Positive emails, certificates and phone calls home to parents
- Showing work to others, including older children, other teachers and members of the Senior Leadership Team
- Sharing positive behaviour with members of the Senior Leadership Team
- Making reasonable adjustments for individuals as required, e.g. strategic ignoring, working on their own at a separate work station, specialised support
- Recognition of good behaviour through our ‘Good to be Green’ class-based system
- Positive praise through verbal feedback, following our Marking Policy, stampers, value stickers in books
- Discussing whole school behaviour issues at School Council meetings
- Consistent use of positive praise by all staff as a valued and prompt response to positive behaviour or achievement
- Access to a Learning Mentor to discuss feelings, behaviour and social skills
- Use of Play Leaders and buddies to deal with disputes during games within the playground
- Setting of personal and class targets for improving work and/or behaviour
- Availability of the staffed Nurture Room (The Hub) at lunchtimes where children can withdraw if they find the playground overwhelming

## Rewarding Positive Behaviour

Rewards for expected positive behaviour choices are essential to ensure that our children feel valued and appreciated for making positive choices. There are many rewards and ways of celebrating positive behaviour in all aspects of school life, so it is possible for all children to achieve these rewards. As well as verbal praise and feedback, and the strategies listed above, these include:

- **House Points**

These are awarded to our three houses: Rowan, Oak and Maple by any adult within the school. House points are awarded for positive behaviour, good work and demonstrating our school values. Up to 3 house points can be awarded per action.

The House Points are totaled and collected at the end of each week. Totals are shared in the Achievement Assembly and the class who collects the most house points from each house receives the House Points Trophy. At the end of each term, the house with the most points across the term receives a collective prize (this may be a non-uniform day, additional play, a movie treat etc).

EYFS also use House Points within their Year Groups and announce at the end of the week.

- **Berries / Seeds / Acorns**

At Hazelwood, one way in which our school encourages positive behaviour for learning is by providing classes with opportunities to collaboratively collect picture tokens of *berries, acorns and seeds* that relate to their house (Rowan, Oak and Maple). Every class has a grid visible in their classroom where the berries or seeds can be added until they have collected thirty tokens and the grid is complete. When a member of staff observes positive behaviour from the whole class, the adult can present them with one of these tokens which the children can then use to stick onto their class grid.

Once a class has filled their grid with seeds, berries or acorns, they can collectively discuss their preferred 'class treat' options and stick their ideas onto a large foam die which they will then roll to see what treat they will get.

After they have received their class treat, the berries, seeds or acorns will be removed and the blank grid will return, ready for the class to start earning them once again.

- **Values Stickers**

Stickers representing our twelve school values can be given to children for demonstrating them in their work or behaviour. Children are given the choice of wearing the stickers or putting them next to their work in their books.

- **Individual Class Rewards**

Different Year Groups and individual teachers may also choose to have an in-class system for rewarding positive behaviour choices. These will vary but will always be in accordance with our behaviour policy and existing systems.

## Good to be Green Positive Behaviour System

Hazelwood Schools use the 'Good to be Green' Positive Behaviour System as a whole school system for promoting positive behaviour, linking behaviour to our school values.

The Good to be Green system aims to reward those children who consistently behave appropriately, and is a means of being able to track those children who find it harder to meet the schools expected Behaviour Policy. The system is very visual, with child friendly resources which allow our children to easily see how they are doing in class.

At Hazelwood, we believe that every day is a new day, and our Good to be Green system reinforces this. Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says: 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing.

Any consequences for poor behaviour choices will be actioned on the day of the poor behaviour choice (see below).



This system acknowledges (and rewards) good behaviour on a daily and cumulative basis. At the end of every day, each child who has stayed on green all day, earns a 'behaviour point'. These points cannot be lost and a child can earn up to 5 points per week – one per day. If children have received a yellow or red card for their behaviour choices during the day, they will not earn a behaviour point that day. However, the next day is a brand new day where a behaviour point can be earned.

### Adapting the Policy for EYFS

We recognise that our youngest children may find regulating their behaviour more challenging and are learning the new rules and routines of Nursery and Reception. In line with the EYFS curriculum, a primary focus will be on developing these routines, rather than consequences for poor behaviour choices. Our children will be given more opportunities to earn their behaviour points, to celebrate positive choices and recognise that the day is a long day for them.

The behaviour points will be recorded by the class teacher at the end of each day. Children will receive a certificate for each level that they reach. Copper, Bronze and Silver certificates will be awarded in class and signed by the class teacher. Gold and Diamond certificates will be awarded in assemblies and signed by a member of the Senior Leadership Team. Platinum certificates will be signed by the Headteacher and awarded in assemblies.

The certificates and rewards are as follows:

- |  |  |
|--|--|
| 25 points earned - <b>Copper certificate</b>               | 50 points earned - <b>Bronze certificate</b> |
| 80 points earned - <b>Silver certificate</b>               | 120 points earned - <b>Gold certificate</b>  |
| 150 points earned - <b>Diamond certificate and reward</b>  |  |
| 180 points earned - <b>Platinum certificate and reward</b> |  |

### Poor Behaviour Choices – Good to be Green System

Whilst we strive for positive behaviour choices at all times, there will inevitably be times when poor choices are made. We believe that poor behaviour choices can be addressed by all staff members using positive reinforcement. However, there are times when appropriate consequences are required to address these choices.

Examples of the different levels of Poor Behaviour Choices (this is not a definitive list)		
Level 1 Behaviour	Level 2 Behaviour	Level 3 Behaviour
<ul style="list-style-type: none"> <li>Teasing/name-calling</li> <li>Purposefully excluding</li> <li>Pushing/pushing in</li> <li>Talking over a member of staff</li> <li>Interrupting or calling out</li> <li>Attention-seeking/clowning around</li> <li>Distracting others</li> <li>Avoiding work/wasting time</li> <li>Careless with school equipment</li> <li>Running inside/rolling around on the carpet/swinging on chairs</li> <li>Arguing with other children</li> <li>Being uncooperative</li> <li>Spoiling other children games</li> <li>Play-fighting</li> <li>Inappropriate cheekiness</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 1 behaviour</li> <li>Persistent hindering of other children's learning</li> <li>Arguing back or rudeness to staff</li> <li>Deliberate defiance/disobedience</li> <li>Lying</li> <li>Minor hitting and kicking</li> <li>Defacement <i>e.g. scribbling on desk or others' work</i></li> <li>Non-violent fighting</li> <li>Insulting others</li> <li>Use of swear words</li> <li>Refusal to follow instructions</li> <li>Frequent disruption of lessons</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 2 behaviour</li> <li>Leaving the classroom without permission</li> <li>Any perception of abuse, discrimination or prejudice-based bullying or bullying of any kind</li> <li>Persistent disruption of lessons</li> <li>Vandalism – deliberate damage to school property</li> <li>Spitting</li> <li>Biting and leaving a mark</li> <li>Fighting or violence</li> <li>Dangerous defiance</li> <li>Deliberately putting themselves or others at risk of harm</li> <li>Stealing</li> <li>Verbal/physical abuse of staff</li> <li>Swearing directly at someone else</li> <li>intimidating behaviour</li> <li>Possession / use of weapons, drugs, alcohol or cigarettes.</li> <li>Purposeful, unsafe behaviour online</li> <li>Sexual Violence or Sexual Harassment</li> </ul>

<b>Procedures for issuing consequences</b>		
<b>Level 1 Behaviour CLEAR VERBAL WARNINGS</b>	<b>Level 2 Behaviour YELLOW WARNING CARD</b>	<b>Level 3 Behaviour RED CARD</b>
<ul style="list-style-type: none"> <li>• Child is given a clear verbal warning identifying the poor behaviour choice and suggesting ways to make positive behaviour choices.</li> <li>• A second verbal warning will be issued if required with a reminder that the next stage will be a Yellow Card</li> </ul>	<ul style="list-style-type: none"> <li>• If two verbal warnings for Level 1 behaviour have been issued, and the poor behaviour choices have continued, a Yellow card will be issued.</li> <li>• A Yellow Card can be given without warning if Level 2 behaviour is displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Two Yellow Cards for Level 2 behaviour will result in a Red Card.</li> <li>• For persistent Level 1 behaviour, a further two warnings will be given after receiving a Yellow Card before the child receives a Red Card.</li> <li>• A Red Card can be given without warning if Level 3 behaviour is displayed.</li> </ul>

<b>Possible Consequences for poor behaviour choices</b>		
<b>Level 1 Behaviour CLEAR VERBAL WARNINGS</b>	<b>Level 2 Behaviour YELLOW WARNING CARD</b>	<b>Level 3 Behaviour RED CARD</b>
<ul style="list-style-type: none"> <li>• Discussion with Class Teacher about behaviour choices referring to our school values and positive ways forward</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective discussion with the adult who issued the Yellow Card</li> <li>• If during class time, 5 minute reflection in another class within the Year group</li> <li>• If during break or lunch, 5 minute reflective time out in the playground</li> <li>• Discussion with Class Teacher about behaviour choices referring to our school values and positive ways forward</li> <li>• Verbal / written an apology to the person/s affected by the behaviour choice</li> <li>• Cleaning / tidying up the result of the behaviour, e.g. cleaning graffiti from a desk</li> </ul>	<ul style="list-style-type: none"> <li>• 20 minute reflection with SLT either at the beginning of lunchtime or the end of the afternoon before pick up</li> <li>• Children in the Early Years classes may use reflection time with the opportunity for co-regulation with an adult</li> <li>• Discussion with Class Teacher about behaviour choices referring to our school values and positive ways forward</li> <li>• Conversation, telephone call or email home to parent from member of SLT/class teacher</li> <li>• Verbal / written apology to the person/s affected by the behaviour choice</li> <li>• Cleaning / tidying up the result of the behaviour, e.g. cleaning graffiti from a desk</li> <li>• Lost learning time to be made up at a suitable time decided by the class teacher</li> <li>• Meeting with Headteacher - possible exclusion (internal or external) dependent on severity of behaviour choice</li> </ul>

Once the child has completed their reflection at Level 2 (Yellow Card), they will stay on Yellow and have the opportunity to move back to Green by showing positive behaviour choices. Once the child has completed their reflection at Level 3 (Red Card), they will return to Yellow and have the opportunity to move back to Green by showing positive behaviour choices. Children will be reminded that every day is a new day and all children will return to Green for the next day regardless of what happens.

### **Playtimes and Lunchtimes**

Adults outside at playtime and lunchtime (as well as Breakfast Club and After School Club staff) all follow this whole school Positive Behaviour Policy and will deal with behaviour issues; they have the authority to issue yellow and red cards.

Due to the playground structure being very different to the classroom, staff may decide that a child would benefit from de-escalation strategies such as 'time out' in the playground.

Any Yellow card issued should be communicated to the class teacher at the end of playtime or lunchtime.

Any Red card issued should be communicated immediately to SLT so that policy and procedures can be followed.

### **Extended Provision (Clubs)**

We reserve the right to withdraw or refuse children's access or attendance to extended provision e.g. After School Club, Breakfast Club or any other extra-curricular club if, as professionals, we consider children's behaviour a risk or a health and safety concern.

### **Internal Exclusion**

Occasionally, a child may receive an internal exclusion for repeatedly receiving red cards or a specific red card incident, depending on the severity. The child's parent/carer will be informed by phone or email. Children receiving an internal exclusion will be sent to another class or member of SLT to complete directed learning provided by their class teacher.

### **External Exclusions (Fixed Term)**

At Hazelwood Schools, we recognise the damaging effects of excluding children as it leaves them open to further social exclusion which increases the chance of future harm. However, for serious incidents or frequent poor behaviour where a child has breached the behaviour policy, a child might be excluded from school for a given period of time; a fixed term exclusion.

Parents/carers will be contacted by telephone first and a letter giving details of the incident will follow immediately. A copy of the letter will be sent to the Chair of Governors and the Local Authority.

If a child receives a fixed term exclusion then their parents/carers will be expected to attend a re-integration meeting at the school with a member of the SLT upon the child's return. This meeting aims to support the child in having a successful return to the school.

Parents/carers have the right of appeal against the exclusion and should write to the Chair of Governors, requesting a meeting within 15 school days with a panel of Governors to consider whether the exclusion was justified in terms of the school's behaviour policy. On rare occasions, and in extreme circumstances, there is also the possibility of permanent exclusion from school.

### **Children with SEND**

As an inclusive school, we recognise that behaviour can be different for all children. For children with Special Educational Needs, discussion with the Headteacher and/or SENDCo will determine the outcome of behaviour choices or breaches of our policy. All children are dealt with on an individual basis. An individual behaviour plan may need to be created to support the child and their choices.

### **Positive Handling / Restraint Techniques**

The safety of all of our children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

The 2006 Education Act (Section 93) enables school staff to use reasonable force (physical intervention) in the circumstances to prevent a child from doing, or continuing to do any of the following:

1. committing any offence (or for a child under the age of criminal responsibility, what would be considered an offence for an older child);
2. causing personal injury to, or damage to, the property of, any person (including the child himself); or
3. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its children, whether that behaviour occurs during a teaching session or otherwise.

Schools have a duty of care to all members of the community. On rare occasions, children who present a risk to themselves, other children or staff, may need to be restrained. As a last resort, staff will use the recommended Positive Handling techniques when doing so. Please refer also to our separate Positive Handling Policy. Parents/carers will be informed of the use of these techniques if used.

### **Working with Parents**

We recognise that parents/carers have a considerable influence upon their child's behaviour and play a vital role in ensuring their child is able to have a successful and positive day at school. We know that establishing an effective working partnership will positively affect standards of behaviour and achievement. Please refer to our Home School Agreement.

We are also aware that parents/carers may often hear short snippets of the school day and these can sometimes only focus on the negative. We strive to communicate with parents/carers as best we can, and strive to develop parental trust in the school system in order to proactively and positively resolve any breach of the Positive Behaviour Policy. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If it needs to be taken further, there is a process of who to contact next e.g. Year Group Leader, then Assistant Headteacher, then Deputy and finally the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented using the Schools' Complaints Policy.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The class teacher may contact a parent/carer if there are concerns about the behaviour of a child. However, if misbehaviour continues, the class teacher will seek help and advice from the Year Group Leaders, Assistant Headteachers or Inclusion Manager, Deputy Headteacher or Headteacher. The school liaises with external agencies and professionals, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of the child with the Local Authority Behaviour Support Service. Schools may consult with such professionals outside of the school without parents' permission.

### **Online Safety**

Please refer to our Online Safety Policy. We also follow guidance from DfE and the UK Council for Child Internet Safety (UKCCIS), as well as other professional organisations to ensure the safety of our children.

Any behavioural incidents that occur online involving our children, outside of school hours, will be dealt with in school once our children or parents report their concerns to a member of school staff. Occasionally, we may contact or seek advice from external agencies and professionals e.g. the police, CEOP.

## **Impact**

We believe that our Positive Behaviour Policy is in line with our schools' vision of nurturing responsible citizens and achieving educational excellence here at Hazelwood Schools. Through the strategies and guidelines above, we feel we can measure the impact of our approach to behaviour.

### **Incident logs**

A variety of different logs are kept at Hazelwood. There are logs to record the following:

- Any Red Card incident
- Any incident involving a child or anyone employed at the school, which results in personal injury
- Any bullying incident (including cyber-bullying), racism or homophobia
- Any behaviour incident which may be considered a safeguarding concern
- Any complaints / concerns about a child's behaviour from own/other parents.
- Any contact about children from outside agencies



These logs will be recorded by a member of Senior Leadership Team and are all dated, indicate people involved, relevant information and action taken. The logs are held on our online Management Information System and reported to Governors termly and Ofsted in the event of an inspection. These records are confidential and can only be viewed by the parents of the child or outside agencies where appropriate.

### **Monitoring and Review**

The Governing Body will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Body will pay attention to all matters of equality defined by the Equality Act 2010; it will seek to ensure that the school abides by the statutory and non- statutory guidance and that no child is treated unfairly because of protected characteristics.

The Governing Body reviews this policy regularly. The Governors may, however, review the policy early if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.