



Behaviour Management Hartlebury CofE Primary School



OFSTED 2020

"Everyone is expected to work hard and behave well, and they do. But there is also time for fun and laughter and adults always listen to what pupils have to say."



Our Vision

Hartlebury Church of England (VC) Primary School aims to provide the *best holistic outcomes* for all its children, their families and the wider school community through a *secure Caring Christian ethos*; creating and *nurturing a culture of high aspiration and expectation* regardless of social, economic or cultural backgrounds. Our vision contributes to the *best possible start* for individuals as unique, confident citizens of the future.



SIAMS

“Pupils’ behaviour and attitudes to learning is outstanding because they enjoy and appreciate all the learning experiences they are given.”



THE CHURCH
OF ENGLAND
DIOCESE OF
WORCESTER

Core Values

*Love, tolerance and
forgiveness through
kindness.*





Online behaviour



Preventing bullying



Behaviour skills



Our Behaviour Curriculum

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills Including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help Keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem



Zone Board

Children achieving Gold will be entered into the Gold Book and rewarded in Praise Assembly.

Gold



Children moving into silver will receive a silver sticker and be congratulated on their behaviour.

Silver



All children begin the day in the Green Zone ('Green is Great'). Consistent green behaviour is recognised and rewarded.

Green



Orange



Used as a warning for behaviours that are causing concern. Pupils will be given the opportunities to reflect on their behaviour and make better choices therefore, moving back up the Zone board.

Red



Parents are informed and children make restorative action e.g. making reparations, undertaking school-based community service e.g. tidying an area of the classroom or receiving a break time detention.

Addressing misbehaviour

Annex 2

Hartlebury Church of England (Voluntary Controlled) Primary School

Behaviour Management Incident Form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	

Before the incident: what led to the behaviour?

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During the incident: what did the pupil do?

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After the incident: what were the consequences of this behaviour?

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Additional comments

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Annex 3

Hartlebury Church of England (Voluntary Controlled) Primary School

Behaviour Management Observations Review Form

Name of pupil		Year group	
Name of key worker		Date	

Do there appear to be any patterns triggering the pupil's behaviour?

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Are our existing management systems effective?

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What achievable targets could we implement for the pupil to work towards?

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What are the pupil's strengths?

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What strategies could we implement to help the pupil achieve their targets?

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Additional comments

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Behaviour Management Contract

Section 1 – Agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:



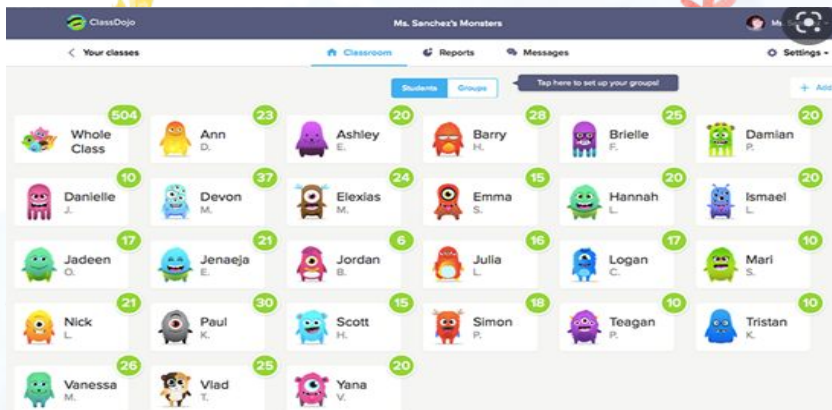




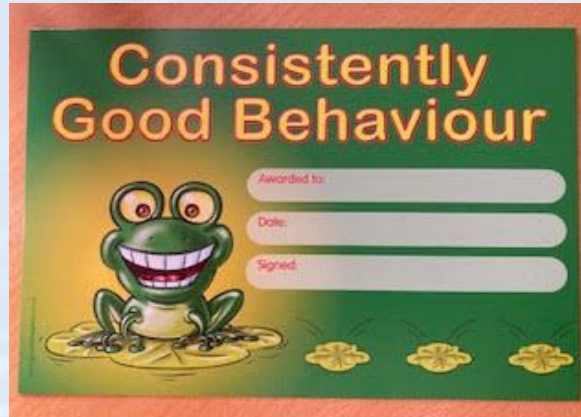
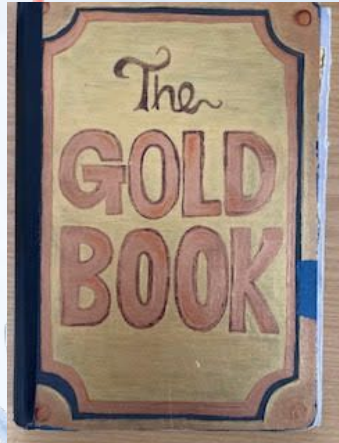
My contract will be reviewed on _____

Pupil signature: _____

Teacher signature: _____



Praise for good behaviour



“Staff are quick to spot and praise helpful behaviour, which builds pupils’ confidence and self-esteem. On the other hand, if anyone needs reminding about expectations, then this is done equally well and without fuss.”

—OFSTED

