

Hurst Green Primary
Positive Conduct Policy for parents

"High expectations inspire greatness, but it is consistency that turns aspiration into achievement."

– Anonymous

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

(The whole brain child - Siegel. D., 2011)

Positive Conduct Policy

At Hurst Green Primary School, we foster a culture of high expectations, respect, and positive behavior. We believe every pupil can succeed and expect positive, respectful interactions, good manners, and strong relationships. Our goal is for pupils to have an enjoyable, challenging, and rewarding school experience in a secure environment where they feel safe, confident, and able to learn. We encourage all pupils to commit to their learning and always strive for excellence.

Pupils should demonstrate a commitment to their learning and strive to be the best that they can be, at all times. We should never accept or provide second best.

- Pupils have the **right** to learn without distraction and the **responsibility** to allow others to do the same.
- Pupils have the **right** to grow and flourish as individuals and the **responsibility** to allow others to do the same.
- Pupils have the **right** to be respected and have the **responsibility** to treat others the same.
- Pupils have the **right** to be safe and the **responsibility** to keep others safe in school.
- Good attendance and punctuality to school must be valued by all and common place.
- Positive behaviour that promotes our school values is explicitly taught, modelled, encouraged, and rewarded.

We owe it to every single child to have the highest expectations of conduct, regardless of the challenges some may have to meet them.

School values

School values are fundamental beliefs that the school views as being of central importance and form the foundation on which our school operates.

These are the values that we want our pupils to have fully aligned with their own personal values by the time they leave Year 6.



Track-It Lights introduction – a system for recording positive and negative consequences



HURST GREEN

KEEPING IT GREEN!

Green for EVERY WEEK
= 50 points!



Green for 30 weeks
= 30 points!



Green for 20 weeks
= 20 points!



Green for 10 weeks
= 10 points!

POINTS PYRAMID

200 points
Platinum Certificate
and
a non-uniform day!

130 Points
Gold Certificate and a prize.

80 Points
Silver Certificate and a year group Star
Badge

35 Points
Bronze Certificate

Keeping it Green!

You are showing our values and following our Code of Conduct!

BONUS BOOSTS

Table of the week =
2 points

Lunchtime award =
5 points

Mention =
5 points

Special Mention =
10 points

Track-it Pyramid- positive consequences

Rewards for Individual Points:

- 50 points: Bronze Certificate
- 125 points: Silver Certificate and a star badge (badge colour is specific to each year group).
- 200 points: Gold Certificate and a small prize.
- 300 points: Platinum Certificate and a non-uniform day.

*(note: the thresholds have been adjusted pro rota for the remaining weeks in the 2024-25 academic year.)

Bonus Points:

Pupils can earn bonus points for keeping it green for:

- o 10 weeks: 10 points
- o 20 weeks: 20 points
- o 30 weeks: 30 points
- o Every week: 50 points

Note: These weeks do not need to be consecutive.

Special bonus points include:

- o Mention in class: 5 points
- o Special mention (assembly, etc.): 10 points
- o Lunchtime award: 5 points
- o Table of the Week: 2 points

House Points

House points are awarded by SLT, staff and pupils with leadership responsibilities. Points are exchanged with the class teacher.

House Collaboration

Points earned by pupils contribute to their individual total as well as their house total. At the end of each term, the house with the most points will enjoy a non-uniform day as a reward for their teamwork and effort.

Code of Conduct



**Hurst Green
Primary School**

Our Code of Conduct

-   1. Keep your hands and feet to yourself.
-   2. Use appropriate language and kind words.
-   3. Listen carefully and follow instructions straight away.
-   4. Wear your uniform appropriately and with pride.
-   5. Move around the school calmly, quietly and safely.
-   6. Work hard in lessons and allow others to do so too.
-   7. Look after our school, our equipment and people's belongings.
-   8. Use technology safely and responsibly.
-   9. Make Hurst Green proud when out of school or online.

TRACK-IT TYPES OF UNACCEPTABLE BEHAVIOURS

Behaviour Categories

THIS LIST IS NOT EXHAUSTIVE BUT ILLUSTRATES THE LEVELS OF BEHAVIOUR

Lower-level behaviours

Calling out
Rude to staff
Inconsiderate actions or words
Not getting on with learning
Fiddling with equipment
Purposely making noises
Answering back
Swinging on chairs
Disturbing other pupils
Continual talking
Throwing small equipment
Running in corridors
Not wearing uniform correctly

Higher-level behaviours

Physical violence towards
Aggressive actions or words
Swearing towards adults or pupils
Refusal to follow instructions
Climbing on school property
Put other's safety at risk by throwing
objects
Up-turning furniture
Racist, sexist, ableist or homophobic
comments

Keeping It GREEN!

You are showing our values and following our Code of Conduct.

ORANGE - 1st Warning

A member of staff will remind you of our Code of Conduct/expectations.

YELLOW - 2nd Warning

You continue to make the wrong choice about your behaviour. A reflective conversation will take place.

RED - Consequence

Your behaviour does not improve after two warnings, you are given a consequence.

Red consequences

1. Miss play time (indoor duty member).
2. Miss a minimum of 15 minutes lunchtime (with class teacher or SLT)
3. Go and work in a partner classroom.

*Discussion on yellow bar
RC or 5 minutes play

3 warnings in one day
= Red.

Further consequences may include: Internal Exclusion, Suspension, Permanent Exclusion

Further
Consequence

3 reds in one week =
Work with a member of
SLT

Behaviour Consequence Pyramid

The consequence pyramid is not zone board

The consequence system operates as follows:

1. First Warning (Orange)

If a pupil breaks the code of conduct, a first (orange) warning will be recorded on the Track-it Lights system. At this stage, staff will remind the pupil of the school's behaviour expectations and the code of conduct.

2. Second Warning (Yellow)

If the inappropriate behaviour continues, a second (yellow) warning will be issued. The class teacher will have a reflective conversation/ scripted response with the pupil at the end of the lesson, which will take place during the pupil's playtime.

3. Red Consequence

If a pupil receives three warnings in one day, this will result in a red consequence.

Staff are required to regularly monitor pupils who are receiving frequent yellow warnings. If a pupil receives 3 or more yellow warnings over a two-week period, teachers will contact parents to inform them of the ongoing concerns.

1. Red Consequence

A red consequence is issued if a pupil receives three warnings in one day or displays a higher-level behaviour. The consequence for a red warning may include:

- Missing playtime (supervised by an on-duty staff member)
- Missing a minimum of 15 minutes of lunchtime
- Completing work in a designated partner class

All red consequences will be recorded on the Track-it app, and parents will be notified through the app and in person.

2. Three Red Consequences in a Week

If a pupil receives three red consequences in one week, a formal meeting will be held with a member of the leadership team. Additional consequences may include the pupil working in a leadership-designated space for a period of time deemed appropriate for their age and the behaviour displayed. Additionally, further intervention may be required.

Pupils with SEND or SEMH needs

We do not lower our expectations for children with SEND, however, we may need to make adaptations to ensure we are enabling them to be successful, e.g. simplifying instructions. This is our equitable approach.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and, therefore, some pupils may require a more sensitive and differentiated approach to meet the behaviour expectations. When incidents of poor conduct arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misconduct will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misconduct will be made on a case-by-case basis.

When dealing with misconduct from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

Pupils on Individual behaviour plans will stay on them whilst also using Track-it(for positive behaviours).

Modifications may be needed to make sure they work together for that pupil.

Parent app

We are excited to announce the introduction of a new Parent App designed to enhance communication between the school and our families. This app will provide parents with real-time updates regarding their child's behaviour and achievements.

Key Features:

Points Collected:

Parents will be able to view the points their child has collected for positive behaviour and academic achievements.

Red consequences:

The app will also inform parents about any red awards given, allowing for timely discussions about behaviour and support strategies.

