

Behaviour Policy

Introduction

This document is a statement of the aims, principles and strategies for Hoath Primary School.

DFE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN policy, anti-bullying policy, PSCH policy, child protection policy, positive handling policy and the policy for teaching and learning to establish the general ethos of the school.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring, well-mannered and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using restorative justice techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

Responsibilities

All members of the school community - teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations (detailed in school prospectus for parents)
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the class-room, and applying restorative justice consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

Rules

At the beginning of each academic year the class rules are devised over a short period of time after various discussions with the children, to hear their opinions. When these rules are agreed, fully understood and accepted they will be displayed in the appropriate place. Wherever possible the rules should be written positively, further promoting good behaviour.

Playground rules

- Keep your hands and your feet to yourself
- Be helpful, kind and polite
- Keep to play areas agreed
- Respect other people's games
- The picnic tables and benches are for sitting and quiet games
- Soft play balls used only (provided by the school)
- Ask for permission if there is a need to go inside, including using the toilet or washing hands

Indoor break

- Keep your hands and feet to yourself
- Be helpful, kind and polite
- Respect other people's games.
- Talk quietly
- Walk around school quietly.
- Tidy games away properly and quickly, in time for lessons

Lunch time rules

- Respect other people's games
- Line up quietly
- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full
- Put your hand up if you want something
- Try to keep the tables clean and tidy and use the cutlery provided

Persistent negative behaviour will result in a 'record' being made in the 'Behaviour Books' which are kept in the green 1st aid bags, and the Class Teacher will be informed before the next lesson begins.

Rewards

Children can earn marbles for a variety of achievements including good work, greater effort or being helpful.

The marbles are put into a class container and once full the **whole** class will be awarded a 'treat', i.e. an extra play time.

All members of staff may award the marbles at any time during the week.

Each class uses a 'house point' system to promote good behaviour. At the end of each week, selected children from Year 6 will be asked to add up the amount of points awarded to each house. All members of staff may award house points at any time during the week.

At the end of each week, two children are selected from each class who are awarded a certificate for 'good behaviour' - this could range from being polite to having the right attitude towards learning etc. but should not be limited to 'high achievers' each time.

Sanctions

Should children not conform to the agreed rules, the following sanctions will be applied in order.

Within the classroom

- A verbal warning is given and a reminder of the correct behaviour expected
- The child's name moved to a 'warning' area of a display board (different style of board used in each class)
- A further warning to be given, before the child's name is moved to the 'red' area of board to show that time is to be taken away from 'golden time' or from the end of a lunchtime*, dependent of the class.
Names can move in a positive direction, earning the lost time back, if or when behaviour has improved
- If negative behaviour persists or is causing too much disruption to others in the class, the child may be sent to another classroom or to a member of the SLT.
- In 'extreme' cases, the child will be sent to Headteacher and the incident recorded in the incident book - parents informed and invited into school to discuss the situation with Headteacher.
- Exclusions, both temporary and permanent, can be used by the school if the actions warrant it.

*to be supervised by a member of staff in Class 3 from 1-1.15pm.

The expectation is that behaviour will be discussed, if not done so already, or work given to the child to keep them occupied

Exclusion

Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Procedures for providing children with opportunities to discuss appropriate behaviour

- conferencing with a member of teaching staff or Headteacher - using the Restorative Justice approach.
- a programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSICHE policy)
- a clear focus for work on relationships and feelings as part of the PSICHE work throughout school
- a programme of religious education which includes ethical issues (see RE policy)
- circle time - an opportunity for open discussion held in class groups at regular intervals (not in Class 1- issues discussed when appropriate and through the RE curriculum)
- the agreement of a set of rules by each class at the beginning of the autumn term.

Liaison with parents

Parents of children causing concern will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comments about the bad things.

Monitoring

In light of this policy the teaching staff will continually monitor the behaviour throughout the school.

Agreed changes to this policy will then be incorporated as necessary.

Date - January 2016

To be reviewed annually - January 2017