

Behaviour Policy



2019-20

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INTRODUCTION

Good behaviour is essential for effective teaching and learning to take place.

At Hanwood School, we believe that children and staff have the right to work in an environment that is safe, secure, friendly and fair. Good behaviour must be carefully developed and supported through a consistent whole-school approach. As a school we promote positive behaviour by encouraging children to see themselves as a member of the school team and recognise their responsibility within this; and through emphasising potential, rewarding success and giving praise for effort and achievement. Through the example of adults who care for them at school, through well-planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

The aims of the school and Codes of Conduct established in each classroom are ones that emphasise positive behaviour and collaboration in striving for excellence. These embody the principles that:

- ◆ Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- ◆ Every child in our school is valued. Abuse or harassment of any kind will not be tolerated.
- ◆ We strive to develop the potential of every individual in our school;
- ◆ We want our school to be a place where everyone feels safe and secure. Bullying is completely against our ethos and any incident that should occur, will be dealt with firmly and fairly.
- ◆ As a school we openly address issues of emotional health and well-being by enabling children to understand what they are feeling and by building their confidence to learn.
- ◆ All children should respect school property and the belongings of others.

SOCIAL and EMOTIONAL ASPECTS OF LEARNING

As a school community we believe that where children are educated within an environment supportive to emotional health and well-being, they will be motivated and equipped to learn:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflicts effectively and fairly;
- solve problems with others and themselves;
- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that produce the achievement of goals;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly, and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Taken from: PNS Guidance for Social and Emotional Aspects of Learning

Most social, emotional and behavioural skills are developmental and change over time. We cannot therefore 'teach' these skills as a one-off. There is a need to revisit and develop the concepts, understanding and skills over time, building on what has been learned previously.

Our Long-term Planning Framework for PSHE & Citizenship incorporates the themes within the Primary National Strategy guidance on Social and Emotional Aspects of Learning (SEAL). Through this planned approach to personal and social development it is our aim to effectively equip children with skills, personal qualities and attributes needed to become independent, to develop positive relationships and learn about conflict resolution, make decisions and take responsibility for themselves and their actions. The SEAL guidance provides supplementary materials for children who may need additional help in small groups, but the main focus is on a universal entitlement to school-based social and emotional learning for all children.

RIGHTS and RESPONSIBILITIES

All members of the school community have the following rights:

- ◆ To come to school free from fear of bullying (physical violence, threats, intimidation, name-calling, ridicule and unkindness).
- ◆ To be treated with fairness, politeness and respect.
- ◆ To be listened to and taken seriously.
- ◆ To operate within a calm, orderly, safe and supportive environment.

All members of the school community have the following responsibilities:

- ◆ To treat all members of the school with fairness, consideration and respect.
- ◆ To listen to others sympathetically.
- ◆ Not to lie or deliberately mislead.
- ◆ To assist in the maintenance of a calm, orderly, safe and supportive environment.
- ◆ To ensure that no bullying incident is ignored.

To maintain their rights, children take on the responsibility of following agreed class rules and accept the consequences of their actions.

ETHOS and CULTURE

The general 'feel' of our school will influence the behaviours and attitudes of children, staff and others. To foster a positive and collaborative ethos we must ensure that:

- ◆ There are high expectations of all.
- ◆ Mutual respect is evident in the way that staff and pupils relate to each other.
- ◆ Positive attitudes to ethnic and cultural diversity are promoted.
- ◆ Children have rights as well as responsibilities.
- ◆ Pupils' achievements are celebrated.
- ◆ The school environment is looked after.
- ◆ Teaching and learning are enjoyable for both adults and pupils alike.
- ◆ The school environment is a safe place - emotional and physical security are prioritised.
- ◆ The role of parents in the learning process is recognised and valued.

REWARDS

At St Thomas & St Anne's we seek to encourage positive behaviour and sustained effort and hard work through a whole school approach emphasising praise, reward and celebration; and by giving children responsibility.

Pupils' achievements are celebrated in the following ways:

- ◆ Amazing Ambassadors - Certificates are given out in Friday assemblies of celebration to recognise and reward good behaviour and responsible citizenship. Children have their photographs displayed in the school entrance for the week and are mentioned in the school's weekly newsletter.
- ◆ Headteacher Award ~ A certificate is given out in Friday assemblies of celebration. This may be for good behaviour, responsible citizenship or excellent work.
- ◆ Stickers and stampers will be used as recognition of good work and effort in children's books. For particularly good pieces of work a certificate and a leaf may be given. These will be presented in Celebration Assembly, with the work being shared with the school community. A leaf will be placed on our tree of achievement.
- ◆ All staff will be able to give out House Points to pupils for displaying positive behaviours. This may be for good work or for being a good role model such as being kind and helpful. House points are totalled at the end of each week and the winning House receives an additional football session at break times and access to the adventure playground on a Friday. At the end of a half term the winning house has an additional reward of 30 minutes e.g. Using the new gym equipment in the hall, watching a short DVD or a fun activity session.
- ◆ Recognition of achievements outside school celebrated in assembly.
- ◆ Verbal and written praise will be given. Marbles are given out to classes for collective good behaviour and used to facilitate children earning 'Golden Time'. This will be given in 1 minute intervals - with 1 marble representing 1 minute of Golden Time. For exceptional behaviour a 5 minute marble may be given representing 5 minutes of Golden Time. The total amount of Golden Time earned for any class will be 30 minutes in any given week.
- ◆ Being invited to show work to another member of staff or Headteacher in addition to sharing work in assembly.
- ◆ Lunchtime staff may award a 'Lunchtime Superstar' certificate for positive behaviour either in the hall or outside.

- ◆ Kitchen staff may award a 'Super Diner' certificate for positive behaviour in the hall at lunchtime.
- ◆ Cups awarded at the end of each term, and at the end of the school year, to recognise and reward progress and attainment.
- ◆ Certificates for good citizenship are awarded at the end of each term for positive role models.
- ◆ Attendance certificates are given out at the end of the term and year to reward high levels of attendance.
- ◆ Noticing and praising of good behaviour, acts of positive citizenship etc.

SANCTIONS

All members of staff deal with inappropriate behaviour fairly, firmly and consistently. Punishment of whole groups for an individual's actions are avoided and all sanctions are in proportion to offending behaviour. No reprimand is humiliating or degrading. Where possible children are encouraged to try to solve disagreements themselves and to take responsibility for their actions.

Minor incidents will be dealt with immediately by the member of staff seeing or informed of the inappropriate behaviour. A conversation with the child about expectations for behaviour. Should a child continue and need speaking to further, a withdrawal of privileges may be necessary. Such incidents should always be followed up with the child's class teacher and recorded in the Behaviour Book, located in the school office.

If a **more serious incident** occurs the Headteacher, or in her absence, a Senior Member of staff should be informed. All incidences are recorded in the Behaviour Book and brought to the attention of the Headteacher. The Behaviour Book is used to monitor patterns of behaviour and to support appropriate intervention.

Parents are informed of any serious incident of inappropriate behaviour as soon as possible after the event, and will be invited to discuss their child's behaviour in a meeting between the child, parent/s, class teacher and Headteacher.

Persistent inappropriate behaviour will be dealt with in the following ways:

- ◆ Use of Home School Links Book to ensure a clear line of communication between child, parent and the school or a parent may be seen or called at the end of the day.
- ◆ Initially a warning will be given to the child. If there is a reoccurrence this is then followed by their name and then a tick beside it on the board. The child will then lose 5 minutes of earned Golden Time and may be moved within the learning environment.
- ◆ If there is a further reoccurrence, another tick will be placed beside the child's name. Time out procedures will be used, with the child being escorted by a teaching assistant to another class. This time will be proportionate to the child's age (eg. 7 years of age is equivalent to 7 minutes).
- ◆ If there is a third tick, the child will be escorted to the Headteacher for 'time out' again proportionate to their age.

- ◆ Should a further incident occur parents will be contacted by the class teacher to discuss ways of helping the child to improve his/her behaviour.
- ◆ Sticker incentive charts recognising positive behaviour may be used and/or a behaviour log to focus on key times in the school day. The log would be used to aid identification of any patterns in behaviour.
- ◆ A record will be monitored by the class teacher of contact with the parents. If contact has to be made more than once in a week, the Headteacher will make any subsequent calls that week. In her absence, the Senior Teacher will make the calls.
- ◆ In exceptional circumstances a child will be referred directly to the Headteacher or a Senior Member of staff.
- ◆ Seeking advice and support from the outside agencies such as the Education Psychologist, the Behaviour Support Team with view to devising an Individual Behavioural Plan.
- ◆ Holding a Pupil Planning Meeting in response to the school's continuing concerns about a pupil's behaviour, to provide individualised and often multi-agency support.
- ◆ In extreme cases the Headteacher, or Senior Member of staff, may decide that a child must be restrained using reasonable force - see policy for Control and Restraint.
- ◆ Discussion with the Medical, Behavioural and Tuition Team to consider a shared placement.

In rare cases it may be necessary to exclude a child, for example if there has been a physical attack on another person. This is only considered after all other avenues have been explored. At all times the Local Authority's procedures are followed.

It should be noted that for children with specific behavioural problems, the strategies and response may differ slightly, specifically with regard to parental liaison. These will be detailed in the child's behavioural plan.

THE ROLE OF STAFF

It is the responsibility of the whole-school community to promote and foster social, emotional and behavioural skills, and children's PSHE and Citizenship development.

All staff and adults working in school follow strategies and practices and understand that to promote positive behaviour they should :

- ◆ Support the maintenance of an emotionally safe and positive environment.
- ◆ Raise children's self-esteem and self-belief.
- ◆ Use rewards and sanctions clearly and consistently.
- ◆ Be a good role model.
- ◆ Have fair and consistent expectations.
- ◆ Be aware of vulnerable children, and avoid labelling.
- ◆ Not shout at children.
- ◆ Handle any incident of unacceptable behaviour quickly and calmly - calling on support of senior staff if appropriate.

Pupils' sense of responsibility and awareness of others is enhanced by staff:

- ◆ Acknowledging acts of consideration and helpfulness.
- ◆ Encouraging older pupils to look after younger children.
- ◆ Discussing issues of mutual respect.
- ◆ Noticing and celebrating positive behaviour.
- ◆ Informing parents of commendable behaviour.
- ◆ Setting Personal Targets in negotiation with children.

Parental-Involvement

Parental support is essential for this policy to be effective.

Early working relationships are established through Induction meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. All parents are invited to sign our Home School Agreement. Parents are responsible for:

- ◆ Making children aware of appropriate behaviour in all situations.
- ◆ Encouraging independence and self-discipline.
- ◆ Showing an interest in all that their child does in school.
- ◆ Supporting the school in the implementation of this policy.
- ◆ Being aware of school rules and expectations.
- ◆ Letting the school know of any problems or concerns that might affect their child's work or behaviour.

Parents are welcomed into school and are encouraged to raise any matters of concern regarding their child at the earliest possible opportunity.

Mobile Phones

Pupils should not use mobile phones within the school or school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances about which the school has been informed. In such circumstances, the child's phone must be kept in the school office from the beginning of the school day until they go home.

Mobile phones are not permitted on school trips.

MONITORING, EVALUATING and REVIEWING the POLICY

It will be important to know our policy is working effectively and the extent to which it is having an impact on promoting positive behaviour and in tackling and avoiding bullying.

When governors or others undertake monitoring, they will need to establish the extent to which this policy ensures children:

- ◆ Are clear about expectations for their behaviour.
- ◆ Are keen and eager to come to school.
- ◆ Have positive attitudes towards their learning and their behaviour.
- ◆ Are developing their potential.
- ◆ Behave well in lessons and around the school, and the teachers and other adults.
- ◆ Form constructive relationships with one another, and with teachers and other adults.
- ◆ Work in an atmosphere free from oppressive behaviour, such as bullying, sexism and racism.
- ◆ Reflect on what they do and understand the impact of their actions on others.
- ◆ Respect other people's differences, particularly their feelings, values and beliefs.
- ◆ Show initiative and are willing to take responsibility.
- ◆ Have high levels of attendance and low levels of unauthorised absence.
- ◆ Are excluded from the school only in exceptional circumstances.