



# **Behaviour Policy**

**Reviewed: March 19**

**Next review date: March 22**

The aim for our school behaviour is to encourage every pupil to behave in a responsible manner based on a concern for the rights of all individuals and the teachings of Jesus. We aim to foster a tolerant, caring attitude towards others. We also aim to provide a positive, happy and caring ethos in the school where everyone treats each other with respect and fairness, reflecting our mission statement.

This policy complies with section 29 of the Education Act 2002

### **AIMS AND PRINCIPLES**

- To promote self-esteem, self-discipline and positive relationships.
- To value other people, their work and their opinions.
- To treat all members of the community with consideration and respect
- To have an understanding of the difference between right and wrong.
- To be polite, co-operative and friendly
- Respect the culture and beliefs of others
- To understand that the school has rules which must be followed for the safety of all.
- To ensure that the school's expectations and strategies are widely known and understood.
- To create an environment which encourages and reinforces good behaviour.
- To encourage the involvement of both home and school in the implementation of this policy.

### **SCHOOL ETHOS**

We believe that the management of pupil behaviour is best achieved through praise and reward and is a fundamental part of providing a happy and secure environment which promotes learning, confidence and self esteem. In order to encourage good behaviour, we operate a system of praise and reward using a variety of strategies dependent on the age of the children. Incentives range from individual class incentives and school incentives such as Raffle, prizes and certificates awarded at Friday Praise Assemblies. Collective Worship underpins these values and fosters respect in school for all. We also want children to appreciate the consequences of their actions and that this will involve the use of sanctions if appropriate in the form of Restorative Justice.

### **As adults we should endeavour to promote positive behaviour through example:**

Teacher and adults will promote and reinforce positive behaviour by

- Respect
- Christian Values
- Verbal praise
- the importance of being valued as an individual within the group;
- Promoting self esteem
- honesty and courtesy;
- Providing a caring and safe learning environment;
- Building relationships based on kindness, respect and understanding of the needs of others; ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- Avoiding the giving of negative statements to a child
- appreciation of the efforts and contribution of all.
- Being aware of the differing expectations of home and school

## **Rights, Responsibilities and Rules**

### **Rights**

- **Pupils:** have the right to be happy, to feel valued and to learn with enjoyment in a safe and fun environment.
- **Parents/Carers:** have the right to a school environment which is safe, welcoming, happy and supportive and provides their children with a good education throughout the school day.
- **Staff:** have the right to work in a friendly, stimulating and rewarding environment in which everyone feels safe, valued and supported.

### **Responsibilities**

- **'We all have a responsibility to care about ourselves and others, our belongings, equipment and our school.'**
- **As pupils, staff, parents/carers we should be able to:**
- work together and support one another
- listen
- help
- try our best
- trust
- discuss
- encourage
- be polite
- make time for others
- be on time
- help others understand
- help others belong
- try to work out problems in a fair manner
- be honest
- try and understand each other
- respect others
- work and play safely
- share attention
- share equipment and space
- co-operate
- ask for help
- ask for opinions and ideas

**Classroom management and teaching methods have an important influence on children's behaviour.** The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

**As teachers we will:**

- Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the individual.
- Be aware that we may transmit messages overtly or subtly
- Be aware of our body language when dealing with pupils and to avoid confrontation or a no-win situation.
- Prevent problems before they arise
- Be consistent in dealing with pupils
- Provide an appropriate curriculum

Poor behaviour can stem from personal problems or difficulties. To punish bad behaviour and ignore the reasons for it will only have a short term effect and will not provide a lasting solution. It is important to look for the reasons for bad behaviour.

**P.S.H.E. lessons/Circle Time and Collective Worship**

Weekly P.S.H.E. lessons/Circle Time provide an invaluable system to reinforce positive relationships, peaceful problem solving, provide opportunities for children to openly express their feelings and to help raise individual self-esteem. The SEAL programme will be used as a basis for these sessions. Collective Worship will also provide reinforcement for positive behaviour based on Christian Values.

**RULES**

At each year's beginning, each class will draw up and agree rules for good behaviour for their class. These will be:

- kept to a minimum and be positively stated;
- consistently applied and enforced;
- promoting the idea that every member of the school has responsibilities towards the whole.

**Procedures For Dealing With Unacceptable Behaviour**

Although rewards are central to the encouragement of good behaviour, unacceptable behaviour will be sanctioned in an agreed and consistent way. It is also important that parents play their full part in ensuring the good behaviour of their children whilst at school.

The following are behaviours which we view as unacceptable:

- Physical violence
- Discrimination of any kind either racial or gender
- Deliberate disobedience, including theft or lying
- Threatening or aggressive behaviour, including bullying
- Disregard for school environment or property
- Rudeness

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- Swearing

It must be clear why the sanction is being applied.

- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

**We should highlight that it is the behaviour and the poor choices made that are being sanctioned.**

### **Procedures for sanctions**

It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishment. When dealing with unacceptable behaviour, the response will depend on the severity of the incident.

- Wherever possible, incidences of bad behaviour should be dealt with by the member of staff with immediate responsibility for the child. This should be recorded centrally and actions and outcomes monitored to avoid repeated offences.
- Minor offences should generally be dealt with by the member of staff with immediate responsibility for the child. Major offences or repeated offences should be dealt with by the member of staff and the Head .

### **Procedure for minor incidents**

1. The child is warned about their unacceptable behaviour
2. If a child continues to misbehave staff may move the children to another area to promote concentration and limit distractions.
3. Incident is recorded in School Log and actions and outcomes recorded to promote alternative behaviour or choices.
4. Repeated incidents should be brought to the attention of the Head.
5. Respect- Report Card
6. Parents brought in to discuss issues and support School in managing the child's behaviour.  
(If bad behaviour in class or on the playground persists the problem should be brought to the attention of all members of staff, strategies discussed and a log kept of any further misbehaviour and the action taken.)

### **Procedure for Major incidents.**

1. Warning given if appropriate or immediate action to ensure all children's safety.
2. Child given opportunity for explanation or time away to "cool off" before explaining the incident. Child should not return to others before an explanation is given.
3. Incident is recorded in School Log and actions and outcomes recorded to promote alternative behaviour or choices.
4. Other teachers/Head made aware of the incident to support if necessary.

5. Respect- Report Card
6. Parents made aware of the incident
7. Sanctions put in place
8. BIP put in place for child if behaviour persists.
9. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary.
10. As a final measure the Head reserves the right to exclude children for short periods, for certain periods of the day, or permanently, in line with accepted LEA procedures

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. This might involve a home/school record of behaviour.

### **GOOD PRACTICE**

In dealing with any misbehaviour **NEVER** humiliate, shout, over-react, deliver blanket punishments, or use sarcasm.

- avoid confrontation;
- address the problem;
- listen;
- try to establish the facts;
- judge only when certain;
- use sanctions appropriately

### **Child friendly Rules (Developed by the School Council)**

**By following the values that Jesus taught us we can**

- **Always respect others and their property**
- **Be true friends to each other**
- **Take notice of other people's feelings**
- **Show kindness to others**
- **Always try to be sensible in school**
- **Keep our school tidy**
- **Always put your hand up to share ideas**
- **Always try your best no matter what**
- **Always be confident and proud of your achievements**
- **Always try your best**

**The Golden Rule**  
**Treat other people the way you want to be treated!**

## **Sanctions**

Sanctions for unacceptable behaviour should be made clear to all children. Our emphasis is on children being accountable for their own actions and we want them to understand that the way they behave is their own choice.

Below is a list of sanctions to be applied if rules are broken.

**Verbal warning** – linked to behaviour or attitude to learning, making expectations clear and explicit and linked to the class/school rules

**Move** -move the children to another area to promote concentration and limit distractions.

**Loss of playtime/lunch play** – supervised by class teacher or another adult (the teacher administering the sanction is responsible for arranging this) For a minimum of 2 minutes and a maximum of whole session depending on severity of the misdemeanour.

**Removal to “Keep calm and chill out area**– child will complete a Thinking Sheet during this time and reported in Behaviour log in the office.

**Referral to Head**– this may warrant a range of responses which include the following

- Thinking Sheet/discussion/apologies etc
- Incident recorded on Behaviour Sheet
- Respect report card
- Exclusion from all or part of a special event
- Contact with parent/carer
- Exclusion – internal/fixed term/permanent

**Strategies**-Employ a range of behavioural management strategies including anger management, developing self esteem and positive reinforcement to encourage making right choices.

**Reported to parent/carer** – either face to face when child collected or by phone or letter

**Behaviour Plan** -BIP put in place for child if behaviour persists.

**Outside agencies**- Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary.

In some cases a child’s behaviour may be so serious that the above system should be overridden and immediate referral made to the Head e.g.

- seriously injuring another child
- leaving class/running away
- extremely violent behaviour/vandalism
- swearing at an adult

These incidents will be fully investigated and will result in further action which may include:-

- letter/phone call to parent/carer
- meeting with parent/carer

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- exclusion – internal/fixed term/permanent

Incident level	Example	Staff involvement	Possible outcomes
1	General misbehaviours. Lack of co-operation, inactive learning, disruptions.	Class based staff LO's	In class time outs, warnings, missing playtimes  Situation resolved.  Steps 1,2,3.
2	More serious behaviours, fighting, name calling, arguing, swearing, lack of respect for staff or visitors.	Class based staff. LO's SLT SLO	Withdrawal of treats/playtime, out of class time outs.  Record in incident file.  Parents informed by teacher
3	Aggressive fighting  Racist/Abusive/Sexual language  Complete lack of respect for staff and children.  Aggressive, abusive and violent behaviours  Continually doing or saying things to have power over another.	Class based staff. LO's SLT SLO Head Teacher	Record in serious incident book.  Meeting with parents (SLT/Class teacher)  Warning Letter, risk of exclusion.  Behaviour contract
4	Level of violence, abuse and aggression towards staff and children which is completely inappropriate and puts their safety and well being at risk.	Class based staff. SLT Head Teacher Lea	As above  Fixed term period of exclusion  Within LEA guidelines
5	Continued level of violence, abuse and aggression towards staff and children which is completely inappropriate and puts their safety and well being at risk.	Class based staff. SLT Head Teacher LEA	Fixed exclusion  Permanent exclusion  Following exclusion procedures as per LEA guidelines.

As the person(s) with responsibility for the implementation of policies for Downholland Haskayne CE Primary School

Adopted and signed on behalf of the full Governing Body

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