



Behaviour Policy

East Hanningfield C of E Primary School

September 2018



This policy sets out the expectations of behaviour at East Hanningfield Primary School. As a caring community we aim to create an environment which encourages and reinforces good behaviour and the fostering of good attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the school values and our Mission Statement. We feel it is vital that the school adapts and maintains a consistent approach to behaviour at all times and by all members of the school community.

Aims

- To promote a positive ethos in the school through encouraging shared understanding of the school values.
- To create a consistent environment that expects, encourages and recognises good behaviour, and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members - pupils, staff, parents and governors can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management
- Playtime and lunchtime provision
- Personalised programmes/support from outside agencies

Curriculum and classroom management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning material. Displays aim to be current, lively, and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff responsibilities

- To model good behaviour and positive relationships.
- To create a positive climate with realistic expectations.
- To emphasise the importance of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all, regardless of ability, age, sex, race or preconceptions.
- To show appreciation of the efforts and contributions of everyone.

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around the school.

Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition and consequences.

Everyone in our school has the right to:

- learn
- be respected
- be safe

Therefore, everyone is expected to follow these whole school rules:

- Be kind
- Be respectful
- Be polite
- Be honest
- Be the best you can

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Recognition

We aim to create a healthy balance between recognition and consequences, with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through **recognition** and **praise**, which should be given whenever possible for both work and behaviour. These may include:

- Praise and positive individual or group recognition.
- Stickers either worn by the child or placed in books/home school diary.
- Positive recognition to parents at the end of the day.
- Team or house points awarded.
- Showing work to another adult/class/headteacher.
- The pupil's receiving certificates in our celebration assembly.

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children, as is the link between behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals,

reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour; however, extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/or being sent to the Headteacher.

Consequences

Stage 1: Verbal reminder of the expected behaviour/school rule.

Stage 2: Time out within classroom or resource area (e.g. 5 minutes for a KS1 child, 10 minutes for a KS2 child) and golden time missed.

Stage 3: Time outside the classroom or in another class.

Miss 10 minutes of playtime to make up for learning time missed.

A time for reflection and discussion with an adult.

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day either in person, by letter or phone call.

Stage 4: If unacceptable/disruptive behaviour continues, the child is sent to speak to the Headteacher, Deputy Headteacher.

Time out working away from class for the rest of the morning/afternoon.

A meeting with the parent arranged and recorded.

Possible use of behaviour monitoring record.

When appropriate, consequences may also include making reparation for the unacceptable behaviour, e.g. writing a letter of apology.

Extremely unacceptable behaviour will be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents on the same day. For continual unacceptable behaviour, or in the case of serious verbal or physical aggression, the child may be excluded internally from their class. This may also lead to a fixed-term exclusion or, on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

Playtimes and lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes play equipment and lunchtime clubs.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Children are encouraged to approach staff on duty to resolve issues and conflicts.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news on to class teachers and other adults and the awarding of team or house points.

Consequences

At play and lunchtimes there is a three stage hierarchy of corrective interventions and consequences.

Stage 1:

Rule/expected behaviour reminder

Choice presented to child - You can choose to or you can choose to

If you choose to then you will have time out.

Stage 2:

Timeout for 5 minutes - child to stand next to and follow adult or stand by a wall.

Choice presented to child - You can choose to or you can choose to

If you choose to then there will be a further consequence.

Stage 3:

Timeout outside the head's office for remainder of play or lunchtime.

Incident recorded in the incident book.

Headteacher/Deputy informed if stage 3 is reached more than once.

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education - supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Head & Headteacher may then be involved, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal and physical aggression to staff by parents / guardians / carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through the classroom incident book and the lunchtime incident book.

When a child is placed on a behaviour monitoring programme the behaviour report book will be kept with the child's records.

Unacceptable behaviour, including racism and bullying, are also recorded on the school's 'unacceptable behaviour' log, the contents of which are reported annually to the L.A.

The leadership Team will monitor behaviour and evaluate the impact of this policy through the records noted above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This Policy will be reviewed annually.