

West Haddon Endowed C of E Primary School

BEHAVIOUR POLICY

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Our School Aims:-

1. To equip all children with attitudes, skills and knowledge to enable them to enjoy their childhood and serve as a foundation for further development
2. To place Christian values at the heart of everything we do
3. To provide a happy environment that is caring, nurturing and supportive for everyone involved in our school
4. To treat the children as individuals and encourage them to reach their potential
5. To maintain and strengthen our links with the wider community

Prepared by:	Jo Brinklow	First Issued:	February 1999
Approved by:	HT & Governors	Last reviewed:	February 2022
Page 1 of 8		Next review due:	February 2025

This policy has been written using the Department for Education guidance to Head teachers 'Behaviour and discipline in schools' and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

We believe that children flourish and grow in an atmosphere of praise and encouragement and we develop pride in ourselves and our school community. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply standards and uphold them at all times both inside school and outside of school. The standards are our school rules. The school rules have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feedback to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

Classroom Management

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. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Our School Rules

We have four whole school rules which were derived through discussion with the children and which we expect every member of the school to uphold:

- 1. Up hold our Christian values**
- 2. Always try our best and stay positive**

Page 2 of 8		Next review due:	February 2025
--------------------	--	-------------------------	----------------------

3. Always use kind hands, feet and words

4. Follow instructions first time

We all have the responsibility to uphold and support these standards at all times. In this way the powerful influence of home and school working together will actively help and support our children.

Expectations

Staff will always:

- Provide a consistent approach across the whole school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.

Children will be encouraged to:

Follow the school rules

We hope parents will:

- Work in partnership with the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.
- Share an analysis of behaviour with Governors so that they can measure the impact of the policy across school.

The benefits of good social behaviour

For the children

- Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers

Page 3 of 8		Next review due:	February 2025
--------------------	--	-------------------------	----------------------

- They can work in a calm and quiet atmosphere, concentrating on their learning free from disruption from others
- They learn to care for each other and the importance of friendship. Our older children set a good example to our younger children
- They learn self-respect, develop self-confidence and increase self-esteem in school
- They learn to always try their best and feel proud of their achievements

For the staff

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from disruption.
- Staff can spend more time with supporting children with their learning.

For the parents

- They can feel confident that their children are learning in a positive environment
- Parents can build relationships with the school in order to work together to provide the best possible learning environment for their children.
- Parents will know that their children will receive guidance, support and encouragement to behave well.

Behaviour that we wish to encourage

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate.

Behaviours we encourage, support and develop are:

- Honesty
- Self-discipline
- Respect for all adults, peers and property
- Appreciation of others
- Politeness
- Humility
- The ability to listen well to adults and peers
- The ability to express an opinion appropriately
- The ability to reconcile any differences
- Tolerance and understanding of others
- Patience
- Pride in achievement, academic and personal
- Cooperation
- A sense of calm
- Personal tidiness
- Care for the environment both inside and outside

This list is not exhaustive

Page 4 of 8		Next review due:	February 2025
-------------	--	------------------	---------------

Behaviour which is deemed unacceptable

We must all work actively together to discourage the behaviour that we do not wish to happen:

- Bullying/aggression – verbal and physical
- Disrespecting others
- Bad language
- Prejudice words towards others

Positive behaviour strategies

The following strategies are used to manage behaviour:

- Listen to children
- Criticise the action not the child
- School rules displayed clearly
- Be positive role models
- Be consistent in our expectations with all children
- Follow the 'Good to be Green' approach
- Praise good behaviour
- Give children jobs or responsibilities as appropriate
- Value children's ideas
- Reward positive behaviour with praise, stickers, and team points
- Have high expectations of all areas of children's work in school – behaviour, attitudes and academic work.
- Involve parents to help reinforce any actions undertaken to promote good behaviour.

Rewards

At West Haddon Endowed C of E Primary School, we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of rewards. We recognise and highlight good behaviour as it occurs.

We celebrate good behaviour by using a range and variety of rewards. These vary according to age of the children and could include:

- Verbal praise
- Extra playtimes
- Individual stickers
- Team points
- Table stickers
- Good to be Green cards
- Value stars
- Special jobs
- Helping in other classes
- Parties
- Choosing activities
- Class points
- Headteachers sticker

Sanctions

When dealing with unacceptable behaviour we aim to maintain a child's self-esteem. It is the behaviour that is unacceptable never the child.

Strategies used:

- Check the child understands why they are in trouble
- Establish that the child knows that the behaviour was unacceptable and that it can affect others.
- Target strategies to avoid the same situation in the future.
- Involve parents to help reinforce any actions undertaken to deal with bad behaviour

Teachers use a variety of methods to help children take ownership of their behaviour. This can include:

- Good to be green
- 'Time out' ~ from activity in class or by going elsewhere to reflect.
- Verbal warnings.
- Visual warnings~ teachers 'look'
- 'Cool off' a name chosen by the children to describe more serious behaviour, which needs a bit more time to think about. Children miss part/all of morning break. They talk with the staff on duty and a record is taken of what went wrong. If a child is given several detentions within a short space of time, parents will be informed so that together we can help the child improve again.

If a child does something really awful or dangerous, parents will be invited in to talk through the matter with the Class teacher and/or Head teacher, or informed by phone or letter.

Stage 1 Minor infringement to be dealt with as follows:

- Withholding praise, if it is not deserved
- Informal gesture: eye contact, frown
- Tactical ignoring
- A private reminder
- Verbal warning – discuss with the child what they are doing and how they can resolve it.
- Repetition of task if not done satisfactorily

Stage 2 Continual contraventions of the rules

- Yellow card
- Cool off room
- Missing breaks, excluded from clubs.
- Persistent yellow cards may result in a conversation with parents

Stage 3 Continual bad behaviour

- Red card
- Headteacher/deputy Headteacher called to the classroom/ playground to assist if the member of staff is unable to resolve situation or child is being defiant. Consequences depends on the degree of behaviour.
- Parents to be informed.
- If the behaviour persists then a Meeting with parents is arranged
- A behaviour action plan is drawn up and monitored

Permanent or Fixed Term Exclusions

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a serious incident (or a number of persistent breaches of school behaviour expectations) the Headteacher may exclude the child. Exclusions may also occur if the safety and education of the other pupils is persistently threatened by a pupil or staff are persistently at risk of being physically harmed. The Governing Body would be asked to support the use of the exclusion procedure, with permanent exclusion as a last resort. Any action to exclude would follow LA guidelines and advice.

A pupil can be excluded from the school premises during term time or just lunchtime. It is rare that the school resorts to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

A child may be excluded or internally isolated, working away from peers for:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Persistent bullying
- Racist abuse
- Sexual misconduct
- Serious damage to school property
- Theft
- Persistent disruptive behaviour
- Weapons in school

All exclusions will be reported to West Northamptonshire Local Authority.

Lunch time Behaviour

At lunchtime we have established a more structured system to encourage positive behaviour. A minority of pupils can cause problems and therefore a code of conduct has been designed by the children in circle time.

Our lunchtime expectations are as follows:-

- Play safely and listen to people on duty
- To respect adults and follow instructions first time
- To enter the hall, sit down and wait quietly for everyone to arrive
- To participate in, or respect those who say grace
- To eat sensibly with good manners

- To wait quietly until their table have all finished and leave the hall sensibly
- To walk up and down the stairs properly, following the school stair rules.

The School Council have prepared their child friendly Playground Rules. These read as follows:

Our Playtime Rules

We play safely.

We show respect to adults and each other.

We always share the equipment and look after it.

We are kind and look after each other.

We remember:

‘Bad language isn’t cool at West Haddon School’

All lunchtime staff follow the school’s behaviour system “Good to be Green”.

If a child refuses to follow the lunchtime codes, parents are expected to support the school by:

1. spending lunch in school with their child
2. child goes home for lunch for designated time

Code of Conduct – External Visits

Children are expected to follow the Code of Conduct for out of school visits. Children are reminded about expectations before any visit. This also includes swimming with school.

Parent Contract/Home School Agreement

This incorporates the responsibilities to the school and should be read in conjunction with our Behaviour Policy. Both of these documents are available on our school website: www.westhaddonprimary.net

Useful Links:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
www.gov.uk

Page 8 of 8		Next review due:	February 2025
-------------	--	------------------	---------------