**HANDALE PRIMARY SCHOOL**

**BEHAVIOUR POLICY SEPTEMBER 2017**

**School Motto**

Learning and caring together.



**Introduction**

We believe that children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child’s level of understanding, children become aware of the settings, routines and procedures and know what is expected of them.

**Purpose:**

The purpose of this policy is to describe our practice in behaviour management and the principles upon which this is based. The purpose is to give a clear code of conduct for all adults and children which reflects our agreed values in order to promote acceptable standards of behaviour. This includes parents when on school premises.

**Aims**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing the ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of rights and responsibilities, honesty, respect and consideration. It follows that acceptable standards of behaviour are those which reflect these principles.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

All adults should aim to:

**create a positive climate with realistic expectations;**

emphasise the importance of being valued as an individual within the group; promote, through example, honesty and courtesy;

**provide a caring and effective learning environment;**

encourage relationships based on kindness, respect and understanding of the needs of others;

ensure fair treatment for all regardless of age, gender, race, ability and disability; show appreciation of the efforts and contribution of all.

**Objectives**

The aims for ensuring acceptable behaviour will be achieved if the following objectives are met

Behaviour is managed consistently and effectively to ensure that teaching and learning is not compromised;

Caring, positive relationships are established throughout the school which nurture the self- esteem of every member of the school community.

Every individual is listened to with care and their opinions valued, with time for reflection.

Through differentiated support and encouragement, pupils are given opportunities to resolve situations, whilst being valued as individuals.

Everyone takes collective care and responsibility for our own environment and behaviour in a spirit of co-operation;

Staff understand and treat unacceptable behaviour as separate from the child, i.e it is the behaviour that is unacceptable not the child.



**Practice**

At the beginning of each new academic year children and staff cooperate on the production of school rules. The rules are based on children’s choices.

Classroom rules (children’s choices) are displayed in each class and each member of the class signs in agreement with the rules. The rules are based on the ‘Rights and Responsibilities’ articles.

Playground rules are agreed between the school council and the Learning Mentor and the Learning Mentor is responsible for displaying these and talking the children through the correct use of play equipment.

All the rules are reviewed annually.

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures:

 are kept to a necessary minimum;

are positively stated, telling the children what to do rather than what not to do; actively encourage everyone involved to take part in their development;

have a clear rationale, made explicit to all; will be consistently applied and enforced;

promote the idea that every member of the school has responsibilities towards the whole.

**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. 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. 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 every 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. Discussion should be a private matter between teacher and child to avoid resentment.

**Responsibilities**.

Children are encouraged to take on responsibilities which benefit themselves and others within the school community. All teachers designate tasks within the classroom to those children deemed reliable and responsible. The tasks given will depend on the ages of the children and how individual teachers choose to organise classrooms.

There are also opportunities for whole school responsibilities including:

Registers Playleaders

 Water bottles Library

Watering plants Reading partners

Corridor monitors

**Rewards**

Our emphasis is on rewarding and reinforcing positive behaviour, rather than emphasising negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Good behaviour is rewarded throughout the school with pride points and we have a ‘Going for Goals’ system. For every 15 pride points that a pupil receives they are awarded a teacher’s certificate. When a child achieves 15 teacher’s certificates they are awarded a Headteacher’s certificate. Collecting Headteacher’s certificates will then result in the presentation of bronze, silver and gold badges which a pupil can wear on their school uniform. The system starts with children in Reception and carries on through school. In Nursery good behaviour is rewarded with verbal praise and stickers. Tidying is rewarded by stickers and the child who is seen to do the best tidy job of the day is awarded ‘The terrific tidy tiger’ sticker.



We celebrate children’s achievements and promote positive behaviour through achievement boards, making a difference boards, achievement assemblies and class assemblies to which parents are invited. The achievement boards are updated regularly with photographs and can celebrate achievements in and out of school. The ‘Making a difference ‘boards are updated termly and each class nominates a child whose hard work, personality or actions make a positive contribution to the class. Photographs and description are displayed celebrating the children’s positive impact on the school. Achievements are also publicised through the school newsletter to parents.

In recognition of the fact that some children respond to ‘instant rewards’ stickers may also be used regularly to reinforce good behaviour.

Each class teacher chooses a pupil of the week, and in the celebration assemblies on Fridays the children receive a certificate and the class teacher will explain why the child has been chosen.

Children who achieve 100 % attendance throughout the academic year are invited to a special visit at the end of the year.

**Pride Portfolios**

Children begin to develop their own individual Pride Portfolios from Reception. These may contain a wide range of photographs, certificates, work and other achievements which reflect their school life. These are presented to the children as part of the Year 6 leaver’s assembly, and something they are proud to own as a record of their time at Handale Primary School. Children may choose one item for the portfolio each term (work, photographs, certificates may be included).

**Lunchtime rewards**

Lunchtime supervisors give out stickers to children who have been particularly helpful – these are translated back in class to an additional Pride point.

Stickers may be given for a range of positive and helpful behaviours:

Politeness Good manners (including table manners)

Caring for someone upset/injured Befriending

Sharing Being consistently cheerful

Being helpful Doing the right thing (in spite of provocation)

Being inclusive Being kind/caring

Giving helpful information (without being a constant tell-tale)

**Sanctions**



Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The effective use of sanctions is characterised by these features:-

**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 it breeds resentment.**

There should be a clear distinction between minor and major offences. It should be the behaviour rather than the person that is punished.

Children should be allowed a ‘fresh start’ once the sanction has been discharged, parents/carers should be informed.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. In Nursery we use the thinking mat. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary.

This possibility should be discussed with the Headteacher and or SENDCO.

Sanctions must be applied consistently and fairly, and be age-related. Sanctions as with rewards, may need to be related to what individual children or classes are most receptive to. They may have to be changed regularly to remain effective. For some children it is more effective to correct one problem at a time. Sanctions must be seen to match the offence to be most effective.

**Unacceptable Behaviour**

There is no place for violence, bullying including homophobic bullying, harassment, (racial, religious, sexual, sexist), vandalism, bad language, stealing or rudeness to adults in the school community (refer also to the anti-racism and anti-bullying policies). Sanctions exist to protect individuals from these negative behaviours. Solutions to problems of bullying, harassment and vandalism offer support and guidance for the wrongdoer to take a more positive role in school if possible.

Sanctions for unacceptable behaviour:

In the classroom continual disobedience may result in the child being removed from the class to work in a different class, taking their work with them (see flowchart)

At playtimes unacceptable behaviour will result in a child being removed from the situation for a ‘cooling off’ time, this maybe removal to the learning zone or a suitable place outside. They will lose the rest of their playtime and the Learning Mentor on duty will fill in a behaviour log outlining the problem. If the behaviour is judged to be of a serious nature or if the child refuses to accept responsibility for their behaviour and make amends then they will also miss their dinner time play and undertake work with the Learning Mentor on duty in the pastoral room. In all cases the class teacher will inform the parents at the end of the school day of the incident in person or by a telephone call.

At lunchtime if inappropriate behaviour occurs the child will be accompanied to the pastoral centre to work with the Learning Mentor. If the incident occurs at the end of break time or lunchtime then the sanction of missing play and working with the Learning mentor will carry over to the next day.

All members of staff will be trained in de-escalation techniques for calming children who are behaving inappropriately (Team Teach training). In exceptional circumstances where a child is at risk of injuring themselves or others it may be necessary to restrain them. There is a strict policy in place for restraining children and all such incidents are recorded and discussed with the child’s parents.



**Pastoral**

Lunchtime pastoral will be covered by Mr Ledger and Miss Price (Senior Leadership Team) Mr Kirby, Mr Emmerson and Mr Bell (middle management team)

During lunchtime pastoral, children will be expected to bring appropriate work (set by their class teacher) and be brought to the learning zone by their class teacher/sanctioning teacher who will explain the reason for the sanction to the member of staff on duty so that they can update the behaviour log.

During a pastoral sanction children may work with the learning mentor (Miss Tully) or the member of staff on duty to address the unacceptable behaviour, this may be through work set or discussion with the child/children.

Teachers should collect children from pastoral at the end of lunch so that the member of staff on duty can inform them of any developments and discuss any further actions/support needed. Any actions will also need to be logged on CPOMS.

The pastoral duty rota is as follows:

|  |  |  |
| --- | --- | --- |
| **Day** | **Member of staff** | **Room** |
| Monday | Miss Price | Learning Zone |
| Tuesday | Mr Kirby | Learning Zone |
| Wednesday | Mr Ledger | Learning Zone |
| Thursday | Mr Emmerson | Learning Zone |
| Friday | Mr Bell | Learning Zone |

Pastoral sanctions will continue to be monitored and procedures followed for children who are sanctioned repeatedly.

It is still the responsibility of the classroom teacher/sanctioning teacher to contact parents to inform them of the use of pastoral for their child.

**Learning Mentor**

Handale Primary School employs a full time learning Mentor. The Learning Mentor works closely with class teachers to support teaching and learning and to re-engage children who are experiencing difficulties with their learning. The Learning Mentor has responsibility for the monitoring the incidences of unacceptable behaviour and teachers may refer individual pupils to the Learning Mentor to discuss difficulties. If the Learning Mentor feels that in their professional judgement a child would benefit from a specific intervention they will discuss this with the class teacher, Headteacher and where appropriate SENDCO and permission will be sought from the parents for the child to work with the learning Mentor on a set piece of work / therapy.

**Special Educational Needs**

Children who are identified as having Behaviour, Emotional and Social Difficulties will have individual behaviour plans which are written by the class teacher and SENDCO. The child will have a copy of the plan, written in child friendly language. Parents will be invited to discuss and contribute to the plan and all staff in school will be made aware of the procedures for helping the child deal with their behaviour. Failure to make progress with the behaviour plan may result in referral to other agencies such as the Educational Psychologist or Behaviour Support Service.

**Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. 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.

**References/Legislation that inform this policy**

This policy complies with sections 88 and 89 of the Education and Inspections Act 2006

 OFSTED National Standards

Children and Families Act 2014

UN Convention on the Rights of the Child

Care Standards Act 2000. Regulations 2010

Protection of Children Act 2009

Human Rights Act 1998

The Data Protection Act 1998

Equality Act 2010

Special Educational Needs and Disability Act 2001

SEN Code of Practice 2014

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Chair of Governors Mr Daren Fowler

Headteacher Mrs Helen Blakeley