



HANSLOPE PRIMARY SCHOOL

BEHAVIOUR POLICY

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Authorisation	Debbie Doherty

BEHAVIOUR POLICY

Aims

“Hanslope School aims to create an environment for children to become confident and responsible people who are able to achieve their potential in all areas of learning and to leave as broadminded individuals with a respect, tolerance and understanding of the world in which they live”.

General Principles and Core Values

At our school we share the following principles and core values.

Principles are:

- We recognise the prime importance of a positive, confident, happy and caring environment
- Mutual respect and understanding for each other has to be shown and felt throughout the community
- Everyone should feel included and part of a group so that they can develop confidence in themselves as well as each other
- Everyone is encouraged to achieve their full potential, to become open minded and independent
- Each child is known and valued equally regardless of their gender, ability, ethnicity or faith.

Core Values include: Happiness, Celebrating individuality, Teamwork, Good relationships, Success, Collaboration, Tolerance, Respect, Communication, Creativity, Enjoyment, Opportunities for a wide range of experiences, Independence, High aspirations, Safe, challenging working environment.

Rights

The values and principles above are translated into the following rights for all children:

- To feel happy and safe at school
- To learn and not have learning deliberately disrupted by others
- To be treated with respect
- To have an opinion
- To be listened to

And for parents:

- To feel welcome in the school and to be assured that their children are learning in a friendly, safe environment.

And for school staff

- To work and teach in a friendly, safe school which is supported by the wider community.

Responsibilities

Promoting positive behaviour is the responsibility of the whole school community.

The Governing Body – by defining the principles which underlie the policy.

The Headteacher – through framing the policy and establishing an environment that encourages positive behaviour.

All school staff – in ensuring that the behaviour policy is consistently and fairly applied and that the boundaries are made clear to all children.

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All parents and carers – by working in partnership with the school to maintain high standards of behaviour.

The children – by observing the golden rules and learning to value every ones' rights.

Rules

Everyone's rights are woven into and protected by our school rules which encourage individual responsibility. All children are expected to listen to and follow instructions.

Our Golden Rules

Be ready to learn; don't waste time

*

Move calmly and quietly; don't make a fuss

*

Make good manners count; don't be rude

*

Show respect for others; don't be unkind

*

Be honest; don't hide the truth

They are known as our Golden Rules because they are the basis of our positive approach through which we emphasise the rewarding of good behaviour rather than simply punishing the bad. They are deliberately broad morals which every person in the school is required to use and to own.

Although these rules are applied throughout the school they need to be frequently clarified, extended and re-enforced. It is important that our children understand that everyone's rights are balanced by a set of responsibilities.

Behaviour which breaks the golden rules will always be noted and may attract a consequence.

Rewards

As a school, we recognise the importance of rewards and positive reinforcement in order to motivate pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

Children are rewarded for effort and achievement using a combination of structured and unstructured reward systems which include:

- Individual praise – (*the ratio of positive to negative comments should be in the region of 5:1*)
- Sharing achievement with other children/adults
- Smiley faces
- Stickers
- Certificates
- Golden Time – this is planned to be a special time within the working week in KS1 when children who have kept the Golden Rules are rewarded with a series of enjoyable activities. Children who have not kept one of the rules will lose some or all of this time and will not be offered any alternative activity. Children who modify their behaviour can earn their Golden Time back.

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- In KS2, 'Activity Afternoons' at least twice half termly. Children are invited to select from a choice of activities. The KS1 rules apply for those children who have, in some way, broken the Golden Rules.
- House points incorporating demonstration of 'core values'.

As a school we encourage teachers to use whatever system works for them.

When special recognition is required we use:

- Personalised commendation letters
- Headteacher's Awards are issued on an ad hoc basis simply by sending the child to the Headteacher with the appropriate sample of work or in recognition of good or improved behaviour
- Gold Awards are presented in assemblies and are used to recognise significant achievement across a range of themes.

Routines

Play time

The children are required to be friendly, considerate and helpful as much in the playground as anywhere else. They have to learn to respect other people's games and space and remember that they share the area with lots of other children. There is also a clear expectation to respect equipment being used.

Moving around

The children are expected to move calmly and quietly around the building and to show respect for others when negotiating doorways. The school standards are set by the consistency of approach between the staff. These expectations need to be reinforced at all times and not just when the whole class is about to go into assembly or to the hall for a PE lesson.

Appropriate language

The school insists that everyone speaks appropriately to one another. We draw a firm line whenever children are heard swearing. We expect the children to be more boisterous on the playground but their noise and style of language must still operate within the bounds of common acceptability. It is also unacceptable when children use their playground voices indoors – this would include using slang phrases in public and can happen when they are in an area away from the direct control of their teacher.

Consequences

When the children break the golden rules they are infringing on the rights of others, and correction is necessary. As a school we take a common approach to behaviour management which includes a variety of consequences. Consequences tend to be hierarchical but this does not mean that they need to be strictly followed in order. On the contrary we will choose the most appropriate consequence to match the needs of each situation. The challenge for us all, is to correct the child's behaviour in the least intrusive way. Sanctions may include:

- ✓ One-to-one discussions to explore reasons for behaviour
- ✓ Removal from class and being sent to another with appropriate work to complete
- ✓ Withdrawal from a particular group
- ✓ Withholding participation in a school trip or event that is not part of the curriculum
- ✓ Loss of break or lunchtime privileges
- ✓ Being asked to carry out a useful task in school as directed by the adult

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Please refer to Appendix 1 and 2 which outline the formal procedures used within each Key Stage of the school. (Rainbow KS1)

Behaviour beyond our normal expectations

Occasionally individual children's behaviour is such that it goes beyond what we consider acceptable and needs a serious response. It must be noted that the school has a statutory responsibility to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct; all teachers and other staff with pupils in their charge have the power to do this. We do, however, take into account pupil characteristics such as SEN and disability, when imposing chosen sanctions.

With younger children it is often the case that the class teacher will make contact with the parent at the end of the school day. Such early meetings are vital in establishing an early concern and enlisting parental support.

Involvement with parents remains an important sanction in the children's minds and as they become older more formalised approaches may be required. An older child presenting with difficult behaviour may be put "on report" by the Headteacher and a monitoring system established.

At the point of such behaviour being demonstrated by pupils, parents will be informed, following which a substantial discussion will take place to record our concerns and to agree appropriate improvement targets.

Fixed term exclusions

Severe or repeated cases of verbal or physical aggression towards peers or adults may lead to a fixed term exclusion. Repeated refusal to follow the school behaviour code may also lead to fixed term exclusion.

Should it be necessary to exclude a child for a fixed term then there will be a full meeting with the child, parents and teacher to agree a contract governing the child's return to school.

Usually at this stage, the school will elect to involve outside agencies for support in order to prevent further exclusions. For pupils whose behaviour is in danger of deteriorating rapidly and who are in danger of permanent exclusion (see separate policy), a Pastoral Support Plan (PSP) may be put in place. This will identify precise and realistic targets for the pupil to work towards and will be agreed with parents.

ANTI-BULLYING POLICY

Aims:

Our overall aims are as follows:

- To deter bullying activities in our school
- To propose suitable strategies for dealing with incidents of bullying
- To ensure the development of emotional and physical well being of pupils and staff

What we mean by bullying:

We accept the definition of bullying as "the wilful conscious desire to hurt, threaten or frighten someone else". We do not feel it necessary to restrict our definition to actions which are repeated, as bullying is, by definition, restricted to wilful conscious desires, it follows therefore that not all aggression is necessarily a form of bullying i.e. some children can play roughly

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without meaning to hurt others. When teaching the children about what constitutes bullying, we use the acronym STOP – Several Times On Purpose.

We feel it is very important to be aware that bullying behaviour takes a wide variety of forms. We distinguish between the bullies who select a particular victim, and those who seem to act aggressively to multiple victims. We recognise that apart from physical abuse bullying will also include other forms such as staring, name calling, aggressive body language, isolation, domination, interference with possessions etc.

Strategies:

We have developed a variety of possible intervention strategies which cover not only immediate responses to situations but develop further ideas on what else could be done. Importantly we have described some responses which we should all try to avoid. These strategies are grouped under the headings Always, Sometimes and Never.

Always

- Take the incident seriously and follow up suspicions of bullying.
- Record a brief details of the incident
- Reassure the victim and don't make them feel inadequate.
- Offer concrete help, advice and support to the victim.
- Decide whether your action is best done in private or in public.
- Explore the situation with the bully positively.
- Get the bully to see the consequences of their behaviour.

Sometimes

- Share with other staff, Headteacher, Head Dinner Supervisors etc especially if vigilance is necessary.
- Observe what is happening.
- Apply sanction if appropriate.
- Consider involving parent of bully and /or victim.

Never

- Ignore complaints of bullying
- Assume that the bully is totally bad or totally wrong.
- Label the children as bullies
- Call in parents without having a constructive plan to offer either side

Prevention

The prevention of bullying lies at the heart of our school ethos. We see ourselves very much as a caring community and wish to instil in all our children the desire to be kind, to be fair and to be honest. These attributes do not necessarily develop of their own accord and as with the other elements of our school ethos require forward planning as well as regular maintenance. This we provide through opportunities within the curriculum.

Support for Children

When working with children there are a wide variety of strategies which we can use including:

- Close 1:1 support from a special teacher or Teaching Assistant- which may not necessarily be the current class teacher - just the one who seems most appropriate
- Children will be supported outside the classroom environment by a buddy.
- Showing respect for the child's opinions and possible choices.

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- Ensuring that the child knows that they can speak in confidence, but are also aware that there may be some things which the adult may have to share with someone else.
- Use of Circle Time to discuss problems in groups and to develop solutions co-operatively.
- Use of PSHE lessons/School Assemblies to address common problems – raise issues – develop explanations – set targets.

Support for Parents

Parents need to feel that they can bring issues to school and that they will be heard. Their feelings are real and at times individual parents will need a lot of support. This can usually be addressed by:

- Close 1:1 support from the class teacher, supplemented when necessary by the previous teacher or a more senior teacher.
- The senior management team are ready to be involved in support of the class teacher.
- The Headteacher manages many issues and can call on further resources outside the school as required.
- Other personnel (admin, teaching assistants, midday supervisors, governors etc) can often provide excellent support to known individual parents and work to keep the relevant staff informed as situations develop.
- Parents can get support directly from the school nurse, the educational psychologist, SENDIS staff as well as the Behaviour Support Team etc. This is accessible via the school SENCo.

Support for Staff

The staff are able to access a range of support from the school in managing behavioural issues. The culture of the school is one of mutual support in which it is recognised that regardless of experience everyone will at some time or other be in the position of having to manage a behavioural problem. We have access to the Behaviour Support Team who can offer 1:1 surgery sessions. We recognise that there are times when we have all had enough and it is best for a child to leave the room. We have established procedures for managing that eventuality. When faced with very challenging behaviour no teacher should feel that they are on their own – it is something with which we are all ready to share our ideas or to take over where necessary.

Consultation

This policy has been developed through consultation with all staff, governors, parents and children. Consultations with parents and children on specific aspects of our practise will be undertaken annually and the results used to make improvements as necessary.

It is appreciated that despite best endeavours there may be occasions when matters may not be resolved to parents satisfaction. Should this occur, a formal complaint procedure is available if parents wish to raise the matter with the Governing Body.

Review

This policy will be reviewed annually.