

Heather Primary School Behaviour Policy

“A Positive Approach”



Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour from everyone in our school. It was reviewed by staff, pupils and governors in the Autumn term 2015 and will be formally reviewed again in the Spring Term 2016.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Heather Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. The policy defines agreed current practice within the school. Its fair and consistent implementation is the responsibility of all staff and this expectation is underpinned by the Professional Standards for Teachers and by our school Safeguarding Policy (available on the school website). The children in school have contributed to the behaviour policy through their work on the phrasing of their own Class Rules, the School Council have discussed the whole school policy in their meetings and all of the children will be asked to be involved again in the Spring 2016 term review.

Aims

The defining aim of Heather Primary School is that every member of the school community feels valued and respected at all times, and that everyone should be treated fairly at all times. Our Code of Conduct shares this goal clearly with parents, friends and visitors to the school.

We are a caring community, with core values built on mutual trust and respect as well as on the definition of British Values for all schools:

- Mutual respect,
- The rule of law,
- Individual liberty,
- Tolerance and democracy,
as well as, crucially, an understanding and acceptance of
- Responsibility

The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, which allows us all to learn, develop and reach our potential.

Heather Primary School has a number of “Golden Rules”. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. We were designated a lead school for SEAL for Leicestershire several years ago, recognizing the fundamental role of SEAL in our school. Our commitment to the PSHE curriculum in our school remains the basis of everything we do here. Heather Primary School does not tolerate bullying of any kind and we worked hard to achieve the Beyond Bullying Award in 2014. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See our Anti-Bullying Policy for further information). Communication is crucial in making sure that these policies work – if we

know there is a problem, we will deal with it straight away. We're very proud to be a 'Telling' school and encourage our parents and families to support us with this.

Expectations

At Heather Primary School we will:

- Build strong, communicative relationships with families in all contexts so that we can work together to support their children as fully and positively as possible.
- Treat each other with respect at all times, as adults, providing a positive role model for the children and each other. We will always talk *to* each other and *about* each other in a respectful way.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Recognise and reinforce good behaviour.
- Provide encouragement and positive challenge for all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that our democratic approach involves the children as much as possible and that they are aware of the school rules and that each class has its own classroom code.
- Teach values and attitudes, as well as knowledge and skills, through the school curriculum in order to promote responsible behaviour, self-discipline, tolerance and respect for self, others and the world around us.

A Positive Approach

We believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour management is built on good relationships and on clear expectations of everyone in our community.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Heather Primary School are that:

- Behaviour can change in a very positive way and that
- Every child can be successful.
- Focused recognition and praise are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase childrens' self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.

We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.

School Rules

The school's Fantastic Five 'Golden rules' are:

- ✓ **We always try hard, do our best and never give up**
- ✓ **We respect each other, our school and our belongings**
- ✓ **We are kind, caring and honest**

✓ **We keep our hands, feet and unkind words to ourselves**

✓ **We let everyone learn and enjoy their day**

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- If you don't stop/report the inappropriate behaviour you are condoning it;
- You are responsible for your own behaviour.
- Children for whom this approach is not appropriate
- Children with complex additional needs and for whom this approach is not appropriate will have an individual, personalised behaviour plan (IBP); this will detail strategies, rewards, sanctions and resources, and will draw on an understanding of the child's specific interests and needs.
- IBPs will be based on shared knowledge of the child and on discussions with the child and their family. The approach of the plan, as with the whole of our behaviour policy, will be nurturing rather than punitive. The plans will be reviewed and refreshed regularly; for some children, this might be on a weekly basis.
- The school has a wide range of resources and activities to support children and the adults working with them who need personalised interventions to help them to succeed. Often these resources will be visual.
- Many IBPs will build in opportunities, structures and support for children to step away from a situation, to calm down and then to return to learning.
- IBPs may also identify a link person beyond the immediate class base who has an established professional relationship with the named child and who can support them when this is needed.

Recognition, Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly defined. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.

All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **RECOGNITION, REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers operate a stepped approach to sanctions, which allows children to identify the next consequence.

Recognition and Rewards

All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal recognition and praise. Whenever there is an opportunity to do so, children's best efforts above and beyond our expectations will be celebrated through display and performance.

All adults in school work on the principle of positive reinforcement.

Rewards may involve:

- Verbal praise
- Verbal or written praise to parents about their children
- Notes and phone calls home to families to share achievements
- Smiley faces
- Stickers and stamps
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Class wide rewards
- House points (collected on a weekly basis and recognized in Celebration Assembly)

- Merit certificates for good work/behaviour (bronze, silver etc)
- Student of the Day/Week certificates
- Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded during ‘celebration assemblies’ on Friday and again during the ‘end of term assembly’.

Sanctions

Despite the focus on positive responses as the key to encouraging good behaviour in Heather Primary School, it may sometimes be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to support both teaching and support staff in our shared desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that each new lesson offers a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If any child’s choices should be disruptive to learning or deliberately and negatively challenging:

- we begin with a **reminder** of the way we behave at Heather School – this will be given in a way that is calm, quiet, respectful and clear and one-to-one wherever possible;
- If the unwise choices continue, we give a warning (Step 1);
- If necessary, this is followed by time out *in* the classroom (Step 2);
- If unwise and challenging choices continue, at this point children are sent to another class to work for a period of withdrawal time (Step 3);
- After working through the above sanctions, children will then be sent to the headteacher (except in extreme cases of inappropriate behaviour when immediate removal to the office is necessary) (Step 4);
- When a child has been sent to the Head for reasons of poor behaviour, contact will be made with families to explain and discuss this.

Extremely poor behaviour will be reported to the headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

‘Community Service’

Where behaviour at lunchtimes is consistently characterized by poor choices that make playtimes unhappy for everyone, children are asked to do ‘community service’ in school during their lunchtime break to redress the balance. They might sharpen pencils for the youngest children, for example, or spend time tidying areas of the school. The headteacher discusses this very clearly with children who are frequently spoken to or sent in at playtimes or lunchtimes, and the rationale behind it is shared in assemblies with all children.

Fixed-term and permanent exclusions

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 immediately, 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. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

Classroom records and headteacher monitoring

Although teachers may adapt and enhance elements of the rewards system, it is crucial that children are aware of the next consequence or sanction. However, this does not mean that the whole class will also be aware of what is happening. Conversations with children about behaviour will often be quiet reminders or redirections. Where there has been any kind of intervention beyond this, we record the behaviours on the class tracker. This is kept private and not shared with the class or publicly in any way. The headteacher monitors the trackers and keeps a record of more serious incidents, incidents outside the classroom and all incidents involving bullying of any kind, including racist and homophobic incidents.

We record positive behaviour in a number of different ways, often writing children's names on a 'badge of honour' display in the classroom. Positive behaviour is shared publicly wherever possible.

Playground and Lunchtime records

Significant incidents of disruptive behaviour in the playground are recorded in a lunchtime log by the headteacher or by the teacher on duty.

Children who make consistently poor behaviour choices are required to take the community service option (see above). The headteacher contacts parents as a matter of urgency where behaviour is seriously disruptive.

Lunchtime supervisors

The lunchtime supervisors also focus on positive reinforcement and give rewards and recognition of good choices. Classteachers recognize and praise these. Lunchtime certificates can be awarded in celebration assemblies to reward consistently *good* choices.

Roles

The role of the School Council - As part of their work, children working in the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. They will play an important role in reviewing, emphasising and implementing the rules.

The Role of parents, carers and families - Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very aware of the importance of having strong links with parents and good communication between home and school. The school takes every possible opportunity to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" in the school prospectus and website, and we ask parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the

headteacher who will take appropriate action. The school's Code of Conduct has been shared with all parents and is on the school website.

If the school has to use reasonable sanctions to punish a child, we ask parents to 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 headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff - All school staff uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and verbally communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher - Heather Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Heather Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others.

They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the an Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher and Governing Body - It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The staff of Heather Primary School – August 2015

Attached:

- The Golden Rules poster for classrooms
- A proforma for IBPs
- Behaviour summary for visiting teachers, students and volunteers

See also: School Code of Conduct; Anti-Bullying Policy

Heather Primary School's

Golden Rules

- ✓ We always try hard, do our best and never give up
- ✓ We respect each other, our school and our belongings
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My Individual Positive Choices Behaviour Plan – Heather Primary School

Name:

Year Group:

Class:

Start date:

Review date(s):

Things I am good at:

Things I want to get better at:

My Targets	What do I need to do?	Who and what will help me? How and when?	How did I get on? 	Dates

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Signatures (and dates):

Pupil	Parent	Teacher

HEATHER PRIMARY SCHOOL

BEHAVIOUR POLICY



Aims

The aim of Heather Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. Our Code of Conduct shares this clearly with parents, friends and visitors to the school.

We are a caring community, with values built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Heather Primary School has a number of “Golden Rules”. Our behaviour policy, however, is not a system dedicated to enforcing rules but rather to promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We have been a lead school for SEAL for Leicestershire, and continue to value and recognise the fundamental role of PSHE/SEAL work in our school.

Heather Primary School does not tolerate bullying of any kind. If we find that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Expectations

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- Build strong, communicative relationships with families in all contexts so that we can work together to support their children as fully and positively as possible.
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- Recognise and reinforce good behaviour.
- Provide encouragement and positive challenge for all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that our democratic approach involves the children as much as possible and that they are aware of the school rules and that each class has its own classroom code.
- Teach values and attitudes, as well as knowledge and skills, through the school curriculum in order to promote responsible behaviour, self-discipline, tolerance and respect for self, others and the world around us.

OUR GOLDEN RULES



At the start of the 2015 Autumn term, the school staff and pupils reviewed and agreed the Golden Rules that make our community a happy place to learn.

- ✓ **We always try hard, do our best and never give up**
- ✓ **We respect each other, our school and our belongings**
- ✓ **We are kind, caring and honest**
- ✓ **We keep our hands, feet and unkind words to ourselves**
- ✓ **We let everyone learn and enjoy their day**

These are our Golden Rules:

Our Golden Rules are displayed around school in every room. We recognize, praise, reward and reinforce good behaviour choices all the time.

CHOICES AND CONSEQUENCES



We ask all of our children, from the day that they first join us, to take responsibility for the learning and behaviour choices they make in school. Where children make unhelpful choices that affect their own learning or wellbeing or that of others, we follow set consequences and interventions to help them to return to more positive decisions.

- We begin with a one-to-one, respectful but clear **reminder** of the way we behave at Heather School.
- If unwise behaviour choices continue, we give a clear **warning**.
- If necessary, this is followed by **time out *in*** the classroom.
- If inappropriate and challenging choices continue, a child would be taken to another class for **time *out of the classroom*** and with work to keep them productively occupied while they're withdrawn from their class.

After following the above sanctions, children may then be sent to the **headteacher** (except in extreme cases of inappropriate behaviour when immediate removal to the office is necessary). More serious or consistently poor behaviour choices will involve meeting with **parents**.

Extremely poor behaviour choices are reported to the headteacher immediately. A letter is sent home or a phone call made to the parents, and **we ask that parents and families work with us in school to ensure that learning and behaviour get back on track very quickly**.

For continual unacceptable behaviour or in case of serious verbal abuse or physical violence, a child may be excluded from school. This could take the form of a fixed-term exclusion, or - on rare occasions - may take the form of a permanent exclusion.