

# **Hawridge and Cholesbury CE School**



## **Behaviour Policy**

**Date: May 2017**

Review Date: March 2020

## **Rationale**

At Hawridge and Cholesbury CE School our Christian ethos provides a code of morals and behaviours by which to thrive. As a church school we aim to nurture the Christian values of respect, teamwork, responsibility, understanding, peace, honesty. The underlying principle is that at Hawridge and Cholesbury CE School everyone is valued and pupils are encouraged to reflect on their behaviour through the Christian ethos of the shared community.

In order for our society to flourish everyone needs to adhere to its values and behave in an acceptable manner. We want our children to become responsible citizens, so they need to learn socially acceptable ways and model them in their daily lives. We believe Christ's message of forgiveness and grace is implicit in all we do.

## **Aim**

Our aim is to promote good behaviour that will lead to a positive ethos throughout the school.

## **Objectives**

The development of this positive ethos will lead to:

- Mutual respect between staff, children and visitors
- A safe and secure environment
- A relaxed, pleasant atmosphere in which to learn within the classroom and during extra-curricular activities
- Fulfilment of needs and aspirations
- A sense of self-worth and self-discipline
- Acceptance of responsibility for actions and the environment
- Feeling valued for their own beliefs

## **Promoting good behaviour**

The school has a positive approach to behaviour. All adults share the responsibility of maintaining good discipline and to present as good role models.

At Hawridge & Cholesbury these objectives above are met in the following ways:

### **Whole school**

- A consistent approach to behaviour management by all staff including the midday supervisors
- Whole school Golden Time as a reward for good behaviour once every half term. This involves a range of activities for children to choose from where children have the opportunity to work together with pupils from other year groups.
- A house point system which builds success as a community
- A weekly celebration assembly where good behaviour, special achievement or effort is rewarded with a badge and a certificate in front of the whole school
- Collective Worship follows the school values whenever possible for example; developing respect, teamwork, responsibility, understanding, peace, honesty. The school values were written by the staff, governors, parents and children and the golden rules are shared and displayed around the school.

## Class Rewards

- Class rules are discussed and agreed at the beginning of the academic year with the children and displayed.
- Class rewards may result in the entire class working towards a shared reward usually agreed upon by the class.
- There are clear playtime rules and behaviour expectations at both playtime and lunch time. These are clearly displayed on the playground and can be referred to at any time by the adults on duty.
- PSHE is taught in every class; developing listening skills, respect and self esteem, focusing on the positive and fostering inclusive attitudes through the use of the PSHE association framework and other relevant or timely resources selected by the class teacher.

## Individual Rewards

- All members of staff consistently use praise and positive reinforcement to promote self-esteem and to acknowledge appropriate behaviour choices, through use of the following: house points, Star of the Week awards, Golden time, stamps and stickers, praise postcards, visits to other members of staff and the Head teacher for commendation.

## **Behaviour for Learning**

All staff are committed to delivering an engaging curriculum through Quality First Teaching to ensure high levels of motivation and engagement from all pupils. Pupils are expected to show good listening, engage in class and group discussions and be actively involved in their learning.

## **Managing inappropriate behaviour**

From time to time it may be necessary to address inappropriate behaviour. The following strategies should be used by **all** members of staff who witness the inappropriate behaviour. Adults must use their professional judgement combined with their knowledge of the individual child to deliver an appropriate sanction using these guidelines.

### Low level behaviours

It is important that all staff take responsibility for addressing low level behaviours in and around the school. Stakeholders are aware that pupils have the potential to lose up to an hour of learning each day, the equivalent to 38 days of teaching if low level behaviour is not addressed effectively (YouGov survey, 2012). Low level behaviour is initially addressed with a warning. The warning can be verbal or non-verbal and will act to remind the child of what is acceptable behaviour e.g. 'in this class we don't shout out'.

Low level behaviours include but are not exclusively:

- Running in the school building
- Distracting others from learning including talking unnecessarily or calling out, whistling/ humming, fiddling with velcro on shoes
- Taunting other children
- Slow to start/ follow instructions
- Lack of respect including 'back chat'
- Lack of right equipment
- Getting up to sharpen pencils or wandering about

- Touching other people or other's belongings

If low level behaviours continue following a warning the child will then be issued with a second warning in the form of a choice e.g. 'If you continue to choose to call out you will have to spend 5 minutes of your break time with me'. At this stage the adult may wish to use a visual prompt such as putting the child's name in the 'warning box' or moving them down the rainbow. If the child then displays the expected behaviour, the warning can be withdrawn e.g. 'Now you are showing me excellent listening, I am going to remove your name from the warning box'.

If low level behaviour continues the child is notified that they have lost 5 minutes of their break or lunch time and is informed what the next sanction is (see high level behaviours). Adults in school must always notify the class teacher if a child has lost any break or lunch time.

### Higher level behaviours

There are some behaviours at Hawridge and Cholesbury which are regarded as high level behaviours. These include but are not exclusively:

- Persistent and frequent low level behaviours which accumulatively cause a higher level disruption.
- Fighting
- Abusive or racist language
- Physical violence with intent to injure another person
- Stealing
- Absolute defiance

If a child commits any of these behaviours they will be sent directly to the Headteacher, or in her absence a member of the Senior Leadership Team. The incident will be dealt with immediately. Parents will be informed as soon as is practicable, by telephone or at the end of the school day. An appropriate sanction will be decided after discussions with all those involved.

These may be:

- Immediate withdrawal from the class or playground
- Loss of lunch breaks or morning breaks
- Working in isolation from other children
- Withdrawal from other activities
- In exceptional circumstances – fixed term or permanent exclusion
- Reporting every lunch or break time to the Headteacher for a designated amount of time
- Being asked to make up missed learning time after school following discussion with parents

### Behaviour on the school bus

Children are expected to behave as they would at school when on the school bus. Disruptive, disrespectful or dangerous behaviour will be dealt with immediately at school and sanctions applied during school time will be used in the same way. Children who exhibit these behaviours may also be put 'on report' and the bus driver will be asked to comment on child's behaviour after each journey for a set period of time. Children will be asked to meet the Headteacher regularly to discuss their behaviour on the bus for a designated amount of time.

## **Behaviour at Lunchtime**

Behaviour expectations during lunch time should be consistent with the rest of the school day.

- Teachers or Learning Support Assistants should accompany younger children to the dining room.
- Children should use quiet voices and behave in the same way as expected in classrooms.
- There should be clear expectations for children when eating their lunch - sitting nicely at tables, removing any litter before they go out to play, putting chairs back under their tables etc.
- Minor indiscretions can be dealt with by midday supervisors immediately.
- If a child's behaviour is such that they need to receive a sanction, this should be communicated to the Inclusion Officer who will log the details and pass the information on to the child's class teacher.
- The playground rules are clearly displayed outside for children to see and adults to be able to refer to when speaking to children about their behaviour.

Inappropriate behaviours at lunchtime in addition to those already mentioned include but are not exclusively:

- spoiling the games of others
- misuse of lunchtime toys and equipment
- misuse of the toilet areas
- loitering in the cloakrooms or interfering with other people's possessions

## **Working With Parents and Carers**

We recognise the importance of working closely with parents and carers to encourage a consistent approach to good behaviour at both home and school. Parents are invited to attend workshops and forums to discuss behaviour expectations. If the school has any concerns regarding behaviour they will talk to parents at the earliest opportunity.

## **Class & School Council**

Pupils may bring concerns to the school council. The school council consists of two representatives from each year group in KS1 & KS2 voted for by the children. Two extra pupils from Year 6 collect views from Reception children and represent these at meetings which are held half termly. Issues are discussed in school council and fed back to the class and/ or the whole school in assembly. The school council discussed the playground rules which they believe are important to ensure happy and peaceful playtimes and these have been fed into the playground rules which are displayed in the playground.

## **Special Needs**

Children with special needs, especially of a behavioural nature, will have to adhere to school behaviour rules, but there will be times when the same sanctions will not be appropriate. In these cases a separate plan will be put in place.

All staff, including Learning Support Assistants and midday supervisors, need to know which children this applies to:

Examples of extra sanctions might include:

1. Weekly target sheets
2. A home/school book
3. Behaviour chart
4. Extra time during classroom activities

## **The Governing Body**

The Governing Body will support the school in the implementation of the policy and receive reports from the Headteacher on its effectiveness. They will give advice, when necessary, to the Headteacher about disciplinary issues so that s/he can take the advice into account when making decisions about behaviour issues.

## **Equal Opportunities**

Hawridge & Cholesbury is a school of equal opportunities. All children and adults no matter what age, creed, colour, religion etc. are treated as equals and that is promoted at all times.

## **Monitoring**

Class teachers keep behaviour logs for the children in their class. Overviews are kept for low-level behaviours or less serious incidents such as:

- Persistent low level behaviour on more than one occasion
- Disruptive behaviour in class
- Not following adult instructions consistently

A more detailed Incident Report will be completed for more serious behaviours including:

- Verbal abuse to peers
- Physical aggression towards peers
- Refusal to comply with teacher instructions
- Bullying/peer exclusion or racism
- Serious behaviour incidents (frequency or severity) requiring internal or external exclusion

It is the class teacher's responsibility to update the logs as incidents occur or are reported to them. Learning Support Assistants may add to behaviour overviews or complete incident reports but these must always be shared with the class teacher. It is all staff's responsibility to report incidents to the class teacher. Half termly monitoring sheets are collected from all classes by senior leaders to monitor behaviour across the school. Interventions/ actions are put in place as a response to findings.

The effectiveness of this policy will be regularly monitored by the Head teacher and the Governing Body.

## **Review**

This behaviour policy was agreed by the Governing Body on 03/07/2017. The policy will be reviewed at least every 3 years. It may be reviewed earlier if the Governing Body receives recommendations on how the policy might be improved.

Review date: May 2020

This policy was written in accordance with National and Local Authority policies and with reference to the DFE Guidance of the use of reasonable force (July 2013)

SIGNED .....

(Chairman of Governors)

May 2017