

HINTON ST GEORGE CHURCH OF ENGLAND PRIMARY SCHOOL

'Let Your Light Shine'



BEHAVIOUR POLICY

Review Date: January 2023
Frequency of Review: Annually
Next Review Date: January 2024

Signed _____
on behalf of the Governing Body

**As a Church of England School this Policy reflects our Christian Values:
Thankfulness, Compassion, Hope/Aspiration, Perseverance,
Friendship and Respect**

RATIONALE

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of the school supported by curriculum content such as Personal, Social, Health and Citizenship Education and other aspects which reflect our Christian Foundation.

AIMS

We aim:

- to ensure care and consistency
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to provide planned activities which motivate all to learn academically and socially.

HINTON ST GEORGE PRIMARY SCHOOL'S WHOLE SCHOOL GOLDEN RULES:

The Golden Rules and Class Rules are a teaching and learning tool which are used by the whole school community to ensure good behaviour exists.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

Class Rules are displayed in classrooms and are available on request.

INCENTIVES FOR POSITIVE BEHAVIOUR

At Hinton St George Primary School our focus is on promoting good behaviour through positive incentives. We believe it is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

The Reward System and the Incentives towards Good Behaviour

Non verbal praise: a smile, thumbs up, applause

Verbal praise: we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Hinton St George Primary School's Golden Rules and Class Rules. Praise can be given to and by everyone. It may be private or public.

Marking Policy and Display

Positive comments are used during marking by the class teacher to build on success, and children's work is displayed so that it is obvious to any visitor that we are proud of their successes.

Sharing

In recognition of a particular task or behaviour the pupil may share success with others:

1. the class
2. another class or teacher
3. an adult chosen by the child
4. the Headteacher
5. parents/wider community

Celebrating Positive Behaviour through Stickers, Team Points and Celebration Assemblies

In Sprout and Sapling Class, the children work towards stickers and in Oak Class there is a points system in place that children/groups can be given for good work or behaviour. Within Sprout class they also use a marble jar for whole class rewards. In addition, individual children can be sent to the Headteacher for a Headteacher's award and each week we have a celebration worship where a child from each class receives a 'star of the week' certificate.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends

The process should be:

- Understanding of what was wrong
- Understanding feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted. When a child breaks established class/school rules the incident is recorded in the 'Class Behaviour Log'. As well as recording the incident the action taken is also recorded. All staff are required to follow this recording process for serious behaviours.

Please note: It is important at all times to criticise and target the behaviour and not the child.

Sanctions - The Three “Strike” Rule

For unacceptable behaviour, the following sequence will be used.

Praise - given to the children who are showing appropriate behaviour at all times.

Non-verbal – signal or shake of the head, look, etc. (the aim being to cause as little disruption as possible to learning. Positive reinforcement - first opportunity to do the right thing).

Verbal - a reminder of Golden/Class Rules/Values and clear discussion about what needs to happen to put the situation right to avoid possible sanctions (second opportunity to do the right thing). Name moved to black cloud in Sprout and Sapling Class.

Time out - this is the final action that results from poor behaviour following previous reminders (third and final opportunity to behave appropriately missed). If the incident occurs during break or lunch time, then time out will take place on one of the benches in the playground. If a child continues to misbehave, during break or lunchtime she/he will be referred to their class teacher. If the incident occurs during lesson time the class teacher can send the child to another class for time-out.

However, if the poor behaviour continues then the class teacher may decide that a further sanction of losing some break time is required. This time will be used by the child to reflect on why they have lost some of their break time and a short note **may** be written by the child to apologise for their actions.

The parents of a child who has lost some of their break or lunch will be informed the same day by the child’s class teacher. If a child frequently misbehaves the parents will be notified by a conversation or a letter signed by the class teacher. The SENDCo will be informed and behavioural advice sought if relevant (Behaviour Plan put in place if appropriate).

For serious incidents/persistent misbehaviour: referral to the Headteacher.

Some behaviour may be so serious that a senior member of staff/ parents are immediately involved and involvement from the SENDCo and outside agencies is required. Behaviour such as:

1. bullying
2. defiance/ use of bad language
3. damaging school or others’ property
4. assaulting a member of staff - verbal or physical
5. fighting or purposely hurting another child
6. leaving the school grounds without permission

7. behaviour which causes an accident/ Health and Safety issue

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage, the parents will be contacted as suspension (fixed term) or exclusion (permanent) may be necessary. Children may be excluded from planned visits due to their behaviour.

The Headteacher may decide upon an internal exclusion where the child works away from the class for a day. The child may need to be placed on the following

Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Class Teacher and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Headteacher, in consultation with the Governors, Local Education Authority and outside agencies, will apply a fixed term or permanent exclusion.

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this, the SENDCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

Appendix 1

Daily Routine

School starts at 8.45am; however, activities will be available in class from 8.30am.

Appendix 2

Procedures for Playtimes

All children will line up in the morning at playtimes and lunchtimes, in designated areas.

Teachers or Learning Support Assistants will collect their children and walk them to classrooms after morning and afternoon breaks.

Mealtime Assistants will line the children up and wait for staff to collect the children to return to their classrooms.

An adult clapping hands means stand still, the ringing of the bell means line-up.