

# **BEHAVIOUR POLICY**

**TURNERS HILL C OF E PRIMARY SCHOOL**



**THIS POLICY WAS ADOPTED JUNE 2015**

**REVIEWED: JUNE 2016, JUNE 2017, FEBRUARY 2018**

**THE POLICY IS TO BE REVIEWED IN JUNE 2019**

### **Statement taken from the School Prospectus**

***“We encourage all the children in our care to achieve a high degree of self-discipline and hope that parents will work with us to achieve this. We believe in a positive approach to discipline. Children are never disregarded. We endeavour to minimise the bad behaviour whenever possible and praise the good, unfortunately there are instances when this does not work and the Headteacher will ask to see parents when it is thought appropriate. We attempt to be ‘fair’ at all times.”***

The establishment of good relationships, based on Christian Values, between all members of the school is important as is the establishment of a calm, supportive and encouraging environment where every person may feel safe and happy as they go about the business of learning. This policy outlines the school’s approach to behaviour management to ensure that this environment is established and maintained. Mutual respect, courtesy and good behaviour are expectations for all members of the school community and ensures that our motto ‘Stewards of the Earth, Eager to Learn, Faithful to God’ is fulfilled.

### **School Motto**

***Stewards of the Earth, Eager to Learn, Faithful to God***

The school motto is our vision and is an umbrella over our aims as a school and all the work we do in relation to values. We see our core purpose as being to maximise the learning potential of every pupil within the love of God.

### **Aims**

- To promote high standards of behaviour, where children are encouraged to be sensitive to each other’s needs
- To ensure that pupils understand that their actions and behaviour have positive or negative consequences for themselves and for others.
- To create an orderly, caring climate where all feel safe and secure and where effective learning and teaching can take place.
- To provide a consistent whole school approach to the management of behaviour.
- To ensure that all pupils know how they are expected to behave in school, why they behave this way and learn to achieve these expectations independently.
- To help pupils develop their own values and beliefs, and yet respect the religious, cultural and moral values of others, whilst providing them with an education based on Christian principles
- To provide an inclusive environment where each child is valued

### **Underlying Principles**

- All members of the learning community need to feel safe, happy and valued in order to succeed.

- Positive attitudes and acceptable behaviour must be regularly taught and reinforced.
- Positive reinforcement of good behaviour is more effective than punishment of bad.
- Parental support and understanding of the aim are essential for effective behaviour management.
- Each day is a fresh start- we value and promote forgiveness and reconciliation as modelled through the Christian faith.
- Prevention is better than cure – wherever possible behaviour management will be proactive rather than reactive.
- Non-confrontational approaches are best.
- The best form of discipline is self-discipline, we encourage our pupils to adopt acceptable and considerate forms of behaviour and manage their behaviour independently. We encourage and celebrate evidence of Christian values in action.
- The consequence must reflect the action - sanctions are imposed in accordance with the consequences of the behaviour.
- Some children will need extra support, as with any other type of special need, and it would be inappropriate to rely on and enforce normal incentives and sanctions.
- We endeavour to work in partnership with parents to address particular issues.

The strategies for the implementation of this policy are laid out in the appendix to this policy (Appendix 1) and are regularly reviewed to ensure their continued effectiveness and with the needs of the current pupil population in mind.

### **Golden Rules within each class**

At the start of the academic year each class compiles a set of 'Golden Rules'. The rules follow the following overriding principles:

- Kindness- We do not hurt people with words or actions.
- Honesty- We do not cover up the truth.
- Effort- We work hard and always try to do our best.
- Politeness- We are courteous and helpful. We are not rude.
- Stewardship- Care for the school and the environment.
- Care- We do not waste or damage things.

### **Home/School Links**

#### Working with parents

- It is our aim to encourage all children to behave in the most acceptable manner.
- For the school's approach to behaviour management to be successful it is important to maintain strong links with parents.
- Each child's behaviour is monitored at all times and parents will be informed of any uncharacteristic behaviour or, in the case of persistent poor behaviour, invited to discuss strategies for helping their child overcome behavioural habits and difficulties. Normally these discussions will take place between the class teacher and parent.
- The first port of call will be the child's teacher, in some cases the Headteacher or Deputy Headteacher will be involved.
- Parents may also be asked to assist in the monitoring of their child's behaviour by means of an individual behaviour record and target card.

## **Staff Example**

All adult members of the school set examples of good behaviour by:

- Working hard and expecting high standards.
- Being cooperative and courteous.
- Recognising and rewarding good behaviour.
- Being warm, welcoming and approachable.
- Setting and maintaining clear boundaries of behaviour.
- Addressing bad behaviour in a fair manner.
- Ensuring that criticism is constructive.
- Encouraging children to be responsible for their own behaviour.
- Ensuring that school rules are regularly discussed and understood by all.
- Upholding this policy and being consistent in applying rewards and sanctions when appropriate.
- Modelling and promoting the Christian values and school motto.

## **Policy Success Criteria**

- The school is a calm learning environment where children behave well and in a manner which is appropriate to the activity in which they are engaged.
- Staff and pupils treat each other with care and respect.
- A positive approach to behaviour management is in place with rewards and sanctions used consistently and fairly throughout the school.
- Headteacher reports any incidences annually to the Full Governing Body
- Exclusions are maintained at the current very low level.

This policy is due for review in June 2018.

## APPENDIX 1

### **STRATEGIES FOR BEHAVIOUR MANAGEMENT**

#### Rewards & Sanctions

##### **Reward Points & Reward Time**

Each class has a reward system that acknowledges good behaviour, hard work, effort and positive values (Christian and Core Learning Values). Whenever a member of staff observes positive behaviour a reward point may be awarded. Each class works collaboratively to reach a set number of points during each week. When this target is reached the children earn a whole class reward. The aim of this approach is to encourage positive behaviours, teamwork and effort. Very importantly this approach also demonstrates to children that if you work hard and behave well there are rewards in life.

##### **Celebration Assembly – Values in Action Certificates**

Each Friday the school holds a Celebration Assembly during which certificates are presented to individual children, achievements celebrated, classes commended for particular aspects of their work or behaviour during the week and the positive expectations of the school reinforced. Children are selected to receive certificates for a variety of reasons including behaviour, effort, learning, attitude and achievement. We endeavour to ensure that each child receives a certificate at least once per academic year.

##### **Suggestion- Assertive Discipline Behaviour Display**

This is in the form of a board with three sections, e.g. Happy, Super-Happy & Sad. Each child's name is displayed on the board by means of a moveable tag. At the start of each session these tags are all placed on the "Happy" section. If a child performs particularly well, invests considerable effort or is praised for some other positive reason his or her name will be promoted to the "Super-Happy" section and they will receive a reward, usually in the form of house points. If a child exhibits poor behaviour then her or his name tag will be moved to the "Sad" board. This is divided into four areas; Warning, -5, -10 and X. Initially placing the child's name tag on this board indicates that they have been warned about their behaviour. If they persist their name may be moved to indicate a loss of 5 or 10 minutes of break time. If they are moved to the X position they may, temporarily, be asked to leave the classroom and will be sent (or taken) as appropriate to another classroom for a "time-out" or, if appropriate, to the Headteacher (or Deputy). The latter will not be done lightly.

### **Consequential Sanctions**

Sanctions are imposed at the discretion of the class teacher, headteacher or other supervising member of staff in a manner consistent with the consequences of the inappropriate behaviour. For example if a child fails to complete work (appropriate to their ability) in a reasonable time during lessons, perhaps due to spending time engaged in "Off-task" activities, they will be required to complete tasks during their break periods. If a child deliberately hurts or mistreats another or is disrespectful to an adult they will be required write a letter of apology and miss break time in order to do so.

At times it may be appropriate for the child (or children) to carry out some "community action" task to make up for time wasted in resolving problems caused by inappropriate behaviour e.g. assisting with some practical task for the benefit of the school community.

Pupils who misbehave on the playground may be required to take time-out, standing next to the supervisor on duty or, if necessary, be sent to a quiet area for a specified period.

### **Individual Behaviour Report and Target Cards**

From time to time, if a child has particular behaviour difficulties and needs specific focussed support to overcome particular problems they may be provided with an individual behaviour report and target card. Using these specific targets for improved behaviour are set (in small achievable steps) and a record is kept of how well they have worked to achieve those targets during each session of the day. These are usually established in consultation with parents (who are invited to view them each day and sign them) and the Headteacher.

### **Special Behavioural Needs**

Some children have particular difficulty with behaviour due to emotional, medical or other specific difficulties. Where this is the case we will work, in accordance with our policies SEND Policy and principles of inclusion, to implement support strategies and programs in consultation with parents and other support agencies.

### **Additional Intervention and Support**

In particular cases a different or unique strategy may be appropriate for an individual experiencing particular and exceptional difficulty with the management of their own behaviour or with their behaviour in relation to others. In this case specific 1:1 support, teaching or other method may be needed. Any such strategy will be discussed with the individual's parents prior to implementation and its effectiveness will be

reviewed following implementation. Any such strategy or method will be considered in keeping with the aims and principles laid out in the Behaviour Policy.

### **Exclusion from School**

Exclusion from school for a fixed period or on a permanent basis is the ultimate sanction available to the school for dealing with extreme poor behaviour. Exclusion is at the discretion of the Headteacher (or Deputy Headteacher) and carried out in accordance with County guidelines and regulations.