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**Hugh Joicey CE Aided First School**

**Behaviour Policy**

**Aim of the policy:**

To provide clear guidance to parents, staff, pupils and other stakeholders about the expectations of the school with regard to behaviour management and the methods used to maintain and promote an effective learning environment.

We believe that education is about equipping young people with the knowledge, skills and personal qualities to take their place as good citizens in Society. We want our pupils to move to the next stage in their education with confidence, self-belief, resilience and self-discipline.

**Our Values**

Our values will be reflected in what we do, what we think and what we say. We look for truthfulness and thankfulness in each other. We aim to offer respect, friendship, forgiveness, and compassion. We understand that trust is the basis of relationships with others and with God. Through perseverance and by valuing ourselves, we know that we can achieve our full potential.

**The Principles**

We believe that effective behaviour management is at the heart of a successful and thriving school. Outstanding behaviour creates a learning environment in which teachers can teach and students can learn; it also provides an environment where students and staff feel safe, respected and valued by other members of the school and are free from fear, bullying and harassment.

We are committed to:

* Promoting outstanding behaviour both inside and outside of the classroom
* Promoting self-esteem, resilience, self-discipline, correct regard for authority and positive relationships based upon mutual respect
* Ensuring equality and fairness for all
* Promoting consistent responses both to positive behaviours (rewards)
* but also to negative behaviours (sanctions)
* Providing a safe environment for all staff and students that is free from bullying or any form of harassment
* Working with a range of external agencies to promote and encourage outstanding behaviour and to engage in early intervention where we believe this is necessary
* Encouraging a positive relationship with students, parents and carers to develop a shared approach to outstanding behaviour
* Promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve

**Roles and Responsibilities**

* The Governing Body will, through consultation with other stakeholders including the Head teacher, staff, parents and pupils, establish a policy of desired behaviours and procedures to achieve these and will review this policy biannually.
* The Head teacher, Jacqueline Dalrymple, will be responsible for the day‐to‐day management of the policy and procedures.
* School staff, including teaching and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. They also have responsibility for creating a high quality learning environment and teaching positive behaviour for learning.
* Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside of school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour.
* Our Thrive practitioner (Claire Fiddes) will work with individuals or small groups to establish the root of inappropriate behaviour and, alongside a wholes staff approach, will devise activities for children to develop self-regulation and emotional resilience.
* The School Council and Protector Pals are expected to show a clear understanding of the school policy, procedures and expectations. They are encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour and supporting school staff in praising and encouraging positive behaviours.
* Pupils are expected to take full responsibility for their own behaviour and will be made fully aware of the school rules and expectations. Pupils will be encouraged to respond positively to reward systems and show positive attitudes to learning in their classes.
* Pupils are expected to follow our **5 Golden Rules** at all times:
* **We know how to be kind and polite**
* **We know how to respect each other and our school**
* **We know how to listen to people and follow instructions**
* **We know how to move around the school sensibly**
* **We know how to work hard and always try our best**

**Behaviour in the classroom**

Classrooms are a place of learning and we have high expectations for pupil behaviour in lessons. We expect pupils to:

* Engage fully in learning without disrupting the learning of others
* Follow the classroom rules
* Show respect for all adults in the classroom
* Show respect for all other students and learners and to work co‐operatively with them to ensure that learning targets are achieved. This includes respecting diversity and the differing views and opinions that other students may have.
* Show respect for the learning environment and the physical equipment made available to them during the lesson.

**When out of the classroom we expect our pupils to:**

* Show respect for each other in the way that they talk to each other and behave towards each other
* Show respect for adults in the school and wider community
* Show respect for the physical environment
* Behave calmly and safely so that no other pupil is placed at physical risk
* Refrain from any activity that could be regarded as bullying or harassment of others
* Show equality and fairness to all members of the school community and not to act in a way that could be regarded as prejudiced or discriminatory

**The Thrive Approach**

We believe good mental health is a significant factor in being a well-rounded, well-behaved individual. Healthy children progress through Being, Doing, Thinking, Power and Identity, and Skills and Structure stages as identified in The Thrive Approach. Those with ‘interrupted development’ in any of these areas benefit from Thrive Intervention strategies to address negative feelings and to promote positive behaviour.

All staff have been trained to recognise the importance of secure mental health and emotional resilience. We also have a member of staff who can plan activities for individuals and groups to develop, thereby improving their self-esteem, resilience, behaviour and outcomes.**www.thrive.com**

**Rewards**

At Hugh Joicey we believe that rewarding positive behaviour is the best way to achieve outstanding behaviour. In order to promote children’s self-esteem and reinforce desired behaviours, we will reward as much as possible. We recognise positive behaviour by rewarding:

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| --- | --- |
| Attitudes | Work |
| Care for othersCare for environmentCompassionCompromiseConfidenceFairness and honestyFriendship Good mannersHelpfulnessInitiativeReliabilityResilienceRespectfulnessResponsibilitySelf-disciplineService to othersSupportivenessThoughtfulness | AccuracyAchievementConcentration Co-operation ConsistencyDeterminationEffortEngagement IndependenceMotivationOrganisationPresentationPerseveranceTeamwork |

Rewards are given at one of four levels according to the significance of the behaviour.

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| --- | --- |
| Level | Reward examples |
| Minor class reward | Verbal praise – one to oneVerbal praise – shared with classThumbs up / smile / well doneComments written in work booksShowing work to class Displaying work in class |
| Major class reward | StickersGiven responsible jobPoints towards Golden TimeClass prize |
| Minor school reward | One to one praise from HeadteacherShowing work to HeadteacherDisplaying work in wider schoolMarble in the jar – working toward whole school reward day chosen by school council |
| Major school reward | Good work assemblyReader/Writer/Mathematician/Pupil of the weekPupil of the half termPostcard homeSpecific mention to parentsSchool Council Well Done cardsTeacher of the week |

**Sanctions**

We recognise that children will not always behave in the way we expect them to, and that sometimes consequences are necessary in order for children to recognise the seriousness of their actions. Our sanctions are given according the following hierarchy according to the seriousness of the behaviour.

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| --- | --- | --- |
| **Stage** | **Behaviour** | **Sanctions** |
| **Stage 1 Aggravations** | Calling outWandering about classroomRunning in school buildingNot putting up hand to answer Interrupting Silly noisesPushing in the lineTalking in silent time Lack of care in presentation  | Eye contactRemindersVerbal telling offStatement of inappropriate behaviour and consequences of repeating itName on board |
| **Stage 2 Minor** | **Repeated stage 1 Behaviour**Not listeningDisruption to others workingAccidental damage through carelessnessExcluding others from playCheek to adultsPoor concentrationMinor playground incidentRepeatedly annoying other children Consistently not completing workNoise in hall at lunchtimeLying | Verbal warning from teacherSeparation from rest of class in classroomChange of seatingWriting letter of apology5 minutes time out in classroom5 minutes playtime time out |
| **Stage 3 Less serious** | **Repeated Stage 2 Behaviour** Refusal to workDeliberate disruptionSwearing RudenessMinor challenge to authorityPlayground argumentLeaving class without permissionName callingLying to get others into troubleThoughtless action resulting in harm to another child. | Headteacher informedControlled playtimeParents informed – informal contact from teacherSticker chart in classSend to another class for 10 minutes**Record in behaviour book** |
| **Stage 4 Serious** | **Repeated Stage 3 Behaviour** BullyingHarmful / offensive name callingDamage to school propertyHitting, biting or kicking another childPlayground fightRepeated refusal to complete tasksThrowing of objectsSerious challenge to authorityVandalismRacist incidentStealing | Send immediately to HeadteacherBehaviour plan with clear focused targetsHeadteacher contact with parents Repair / clean-up of damageRemove from classroomLunchtime / playtime detentions **Record in behaviour book** |
| **Stage 5 Very Serious** | **Repeated Stage 4 Behaviour**Fighting in classroomRunning out of school Intentional physical harm to other childrenPossession of a weaponVerbal or physical abuse of staff memberExtreme violence  | Formal meeting with parentsReferral to outside agency – eg behaviour support / LISTBehaviour plan monitored by HeadteacherDaily school / home behaviour bookWithdrawal from whole school events / class tripsFixed term exclusionPermanent exclusion**Record in behaviour book** |

Exclusions are used as a last resort after many other behaviour strategies have been tried.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis and includes behaviour incidents in Headteacher’s Termly report to Governors.

**All behaviour incidents at Stage 3 and beyond will be recorded in the Behaviour Book held in the school office.** Any member of staff can record an incident in the book, but the Headteacher must be informed.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years.

**Approved by Governors : March 2015**

**Reviewed May 2017**

**Signed…………………………………………….**

**Chair of Governors**

**Review May 2019**