



## **Hugh Joicey CE Aided First School Behaviour Policy**

### **Aim of the policy in line with Section 89 of the Education and Inspections Act 2006:**

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 whole 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](http://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:

#### Attitudes

Care for others  
Care for environment  
Compassion  
Compromise  
Confidence  
Fairness and honesty  
Friendship  
Good manners  
Helpfulness  
Initiative  
Reliability  
Resilience  
Respectfulness  
Responsibility  
Self-discipline  
Service to others  
Supportiveness  
Thoughtfulness

#### Work

Accuracy  
Achievement  
Concentration  
Co-operation  
Consistency  
Determination  
Effort  
Engagement  
Independence  
Motivation  
Organisation  
Presentation  
Perseverance  
Teamwork

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

Level	Reward examples
Minor class reward	Verbal praise – one to one Verbal praise – shared with class Thumbs up / smile / well done Comments written in work books Showing work to class Displaying work in class
Major class reward	Stickers Given responsible job Points towards Golden Time Class prize
Minor school reward	One to one praise from Headteacher Showing work to Headteacher Displaying work in wider school Marble in the jar – working toward whole school reward day chosen by school council
Major school reward	Good work assembly Reader/Writer/Mathematician/Pupil of the week Pupil of the half term Postcard home Specific mention to parents School Council Well Done cards

	Teacher of the week
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### **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.

<b><u>Stage</u></b>	<b><u>Behaviour</u></b>	<b><u>Sanctions</u></b>
<b><u>Stage 1 Aggravations</u></b>	Calling out Wandering about classroom Running in school building Not putting up hand to answer Interrupting Silly noises Pushing in the line Talking in silent time Lack of care in presentation	Eye contact Reminders Verbal telling off Statement of inappropriate behaviour and consequences of repeating it Name on board
<b><u>Stage 2 Minor</u></b>	<b>Repeated stage 1 Behaviour</b> Not listening Disruption to others working Accidental damage through carelessness Excluding others from play Cheek to adults Poor concentration Minor playground incident Repeatedly annoying other children Consistently not completing work Noise in hall at lunchtime Lying	Verbal warning from teacher Separation from rest of class in classroom Change of seating Writing letter of apology 5 minutes time out in classroom 5 minutes playtime time out
<b><u>Stage 3 Less serious</u></b>	<b>Repeated Stage 2 Behaviour</b> Refusal to work Deliberate disruption Swearing Rudeness Minor challenge to authority Playground argument Leaving class without permission Name calling Lying to get others into trouble Thoughtless action resulting in harm to another child.	Headteacher informed Controlled playtime Parents informed – informal contact from teacher Sticker chart in class Send to another class for 10 minutes <b>Record in behaviour book</b>
<b><u>Stage 4 Serious</u></b>	<b>Repeated Stage 3 Behaviour</b> Bullying Harmful / offensive name calling Damage to school property Hitting, biting or kicking another child Playground fight Repeated refusal to complete tasks Throwing of objects Serious challenge to authority Vandalism Racist incident Stealing	Send immediately to Headteacher Behaviour plan with clear focused targets Headteacher contact with parents Repair / clean-up of damage Remove from classroom Lunchtime / playtime detentions <b>Record in behaviour book</b>
<b><u>Stage 5 Very Serious</u></b>	<b>Repeated Stage 4 Behaviour</b> Fighting in classroom Running out of school Intentional physical harm to other children Possession of a weapon Verbal or physical abuse of staff member Extreme violence	Formal meeting with parents Referral to outside agency – eg behaviour support / LIST Behaviour plan monitored by Headteacher Daily school / home behaviour book Withdrawal from whole school events / class trips Fixed term exclusion

	Permanent exclusion <b>Record in behaviour book</b>
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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**