

LITTLE HADHAM PRIMARY SCHOOL
'Believing and Achieving'

Positive Behaviour Policy

This policy should be read in conjunction with our other policies and reflect practice of the School Equality Scheme.

Aim

Little Hadham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Little Hadham Primary. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;

- emphasise the importance of being valued as an individual within the group; promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding. The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher and if necessary the Headteacher. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Headteacher) if there are concerns about the behaviour or welfare of a child. On the occasions when supply staff are employed in this school, the SLT will ensure that routines and procedures are followed.

The Curriculum and Learning

At Little Hadham, we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back

all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Wherever possible and based on the individual child, criticism should be a private matter between teacher and child to avoid resentment.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour. If inappropriate behaviour occurs at play/lunchtime, the class teacher will be informed and the behaviour will be dealt with by class teacher in class, as appropriate.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement, support the actions of the school and promote the school's behaviour policy but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school. Effective home/school liaison is vital and staff value the partnership between home and school:

- through daily contact.
- through the Parent Code of Conduct.
- through the 'Homework Diary'.
- through the Home/School Agreement.

- through email, where appropriate.
- through Teachers2parents text messaging service

All children:

The School Captains and School Council have established a School Behaviour Code that is to be shared and expected by all in the school community.

School Behaviour Code:

Be kind, polite and respect each other and our school.

In addition to this, the children:

- will treat others as they would wish to be treated.
- will talk respectfully to others.
- will be made aware of the 'Golden Rules' and will try to observe them.
- will be made aware of Protective Behaviours strategies for support.
- will 'warn' another child first by asking them to 'stop' if their behaviour is unacceptable; and will inform the responsible adult if the unacceptable behaviour then continues.
- will support one another if a child is hurt or upset.
- will inform a teacher if they know a child is being bullied or subject to racial harassment. (see Anti-Bullying and Equality Policy)
- will share their views through a questionnaire termly and these will be considered by the school

This applies to both in-school and out of school learning and activities.

The Governors will:

- Review the effectiveness of the Behaviour Policy annually.
- Gather parental views on Behaviour through the Parents' Questionnaire and feedback form and annual Anti-Bullying Policy questionnaire
- Be informed on latest developments in Behaviour through termly Head's report and the termly Behaviour Log Monitoring Report.
- Nominate a Governor with specific responsibility for Behaviour and Anti-Bullying.
- Uphold the Governor Code of Conduct.
- Promote the school Behaviour Code.
- Provide good role models for the children.
- Use pupil voice termly to monitor pupil attitudes.

For Strategies, Rewards, Sanctions and pro-formas, please see the attached Appendices.

CONFIDENTIALITY WILL BE MAINTAINED, AS APPROPRIATE.

This policy is reviewed annually and was reviewed by staff in January 2019. It has been ratified by the Governing Body in January 2019.

This policy will be reviewed in February 2020.

Sinead Connolly January 2019

APPENDIX 1: STRATEGIES

The School adopts the 'Jenny Moseley' system of Golden Rules'. These are shared regularly and displayed around the school and in each classroom.

'Golden Rules'

Do be gentle.

Do be kind and helpful.

Do be honest.

Do work hard.

Do look after property.

Do listen to people.

In the Early Years, a more simplistic version is introduced:

We are gentle.

We are kind.

We use little voices.

We do good listening.

We look after our things and one another.

We always tell the truth.

Protective Behaviours

The school has also adopted the strategies from Protective Behaviours and this has been introduced to the children through assemblies and PSHE sessions.

This is also shared annually with parents at 'Meet the Teacher' sessions.

Protective Behaviours is based on two key themes:

Theme 1: We all have the right to feel safe all of the time.

Theme 2: There is nothing so awful that we can't talk about it with someone.

It encourages children to focus on their feelings, thoughts and behaviours and recognise their Early Warning Signs in order to respond appropriately.

We need to help children to identify their feelings, then think about them and adjust their behaviour accordingly.

For more information: www.protectivebehaviours.co.uk or see the Protective Behaviours section on the school website.

APPENDIX 2: REWARDS AND SANCTIONS

Rewards:

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. As a school, we primarily believe that children should be self-motivated to achieve their best without the inclusion of extrinsic rewards and we promote the principles of a 'Growth Mindset'.

However, we also believe that effort and hard work should be recognised and encouraged and rates of praise for behaviour should be as high as for work and this may be done in the following way:

- Verbal recognition
- Reward jars
- Hot chocolate Friday
- Pupils' work is displayed throughout the school
- Writer's award
- Philosopher of the Week Board
- Sports awards
- Golden morning/afternoon
- Children sent to Headteacher or Deputy to celebrate their work.

Other systems may be introduced from time to time.

Unacceptable behaviour includes:

- a breach of the School Behaviour Code
- showing disrespect to others
- disobedience, rudeness, answering back or aggression to another person
- bad manners
- physical violence, to include biting, spitting, hitting and kicking
- making unkind remarks or racist/homophobic comments
- foul language and swearing
- breaking school or offsite rules
- damaging school property
- running inside school
- interfering with property of others without their permission
- bringing in inappropriate things from home
- stealing
- preventing others from learning
- bullying (i.e. planned, systematic actions - physical/emotional- **repeatedly** against another, **without provocation**)
- wilfully telling lies

- intentional mis-use of e-safety agreement

This applies to both in-school and out of school learning and activities.

Sanction Procedures

It is recognised that each situation is unique and professional judgements will prevail when dealing with each individual. However, a 'rule of thumb' staged approach offers guidance: In Stages 1 - 4, Class teacher will discuss informally with parents as necessary.

Stage 1: Children to 'warn' another child by asking them to stop.
(Their 'Little Hadham' chance)

Stage 2: Class teacher/responsible adult to speak to the child, explaining what they have done wrong and reasons for why their actions were inappropriate.

Stage 3: In case of repeated action: Withdrawal of appropriate privilege e.g. Time Out/Reflection Time on the 'Thinking Bench' or outside the office at playtime. (Care must be taken so as not to withdraw from vital elements of the curriculum).

Stage 4: Class teacher to inform the Head if inappropriate conduct continues. The Head will become involved in discussing the behaviour with the child, as appropriate. Strategies may be introduced to support pupils.

Stage 5: If difficulties continue, parents will be asked to come into school to discuss the behaviour with the Headteacher and to work together to eradicate the unwanted behaviour.

(In specific cases, it may be necessary that the pupil be removed from the classroom for periods of time as an 'internal time-out' in line with HCC Exclusion Guidelines; the pupil will work on classwork suggested by the class teacher and be monitored by the Headteacher/Deputy Headteacher and then return to class for close of session.)

Stage 6: If the behaviour persists, it may be necessary to place the pupil on a Pastoral Support Programme in line with our Special Educational Needs and Disabilities Policy. This would be reviewed with parents at regular intervals.

Stage 7: In the unlikely event of the problem persisting, then the Headteacher will consider a 'fixed term' exclusion (HCC Exclusion Guidelines to be followed from then on).

APPENDIX 3:

LITTLE HADHAM PRIMARY SCHOOL

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SELF REFLECTION SHEET



My name is

Today is

The Golden Rule that I have broken is...

.....

It went wrong when I

.....

I was feeling

I was thinking

.....

My next step is to

Signed

This completed form will be kept in the Accident/Incident Book.