

# William Hildyard Church of England Primary and Nursery School

## Behaviour Policy

### **Introduction**

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states

*“... all children are a gift from God. They are all special and should be allowed to develop “and grow in a nurturing environment secure in the knowledge that they are cherished.”*

### **Aims of the Behaviour Policy**

Our Behaviour Policy is intended to provide guidelines for members of staff in dealing with acceptable and unacceptable behaviour. At the core of our policy towards good behaviour in our School there are some important underlying principles

- a belief that in order to provide an environment in which all can thrive it is necessary to have acceptable boundaries of behaviour.
- shared responsibility by all members of staff towards behaviour in our school. This responsibility also extends to the children
- an understanding of the importance of focusing on the many positive aspects of behaviour in school
- a belief that good discipline is based on providing clear standards of behaviour with clearly understood procedures for reward and sanction.
- a commitment to treat any act of bullying as a serious matter requiring immediate attention.

### **Our School Rules**

The school rules are on display throughout the school building to remind pupils and adults of an attainable model of behaviour. In these rules, behaviour is described in positive terms. It highlights the standards of behaviour we expect to be visible throughout the day, in all areas of the school. (See Appendix 1)

### **Who is responsible for maintaining good behaviour?**

Our school is a community. Within that community everybody has a responsibility to maintain good behaviour. All staff may reward or sanction any child within the school.

### **Implementation of Behaviour Policy**

This behaviour policy rewards for the child or children who do something praiseworthy and sanctions for the child who misbehaves.

### **Rewards**

Each class will have a reward chart. There are to be 30 spaces to fill in KS1 and 60 spaces to fill in KS2 These spaces are to be referred to as class points. All adult members of the school community at any point in the school day can award a child, group of children or a whole class a class point, for good work or good behaviour. When the chart is full the class may choose a reward. The reward is to be decided on by the class and is to be non-materialistic and linked to the school curriculum. Class points cannot be taken off the chart once they are awarded.

### **Inappropriate or unacceptable behaviour**

There may be times when a child's behaviour is inappropriate or unacceptable. A range of strategies and consequences are used by staff (including Lunchtime assistants) with the expectation that the child will understand what went wrong and why. We expect that behaviour will improve as a result. The age of the child and the context of the incident/misbehaviour is taken into account in responding to any incidence of misbehaviour. We have a staged approach to managing inappropriate or unacceptable behaviour. We divide unacceptable behaviour into three stages:

- Stage A - Irregular or minor incidents of unacceptable behaviour.
- Stage B – More serious incidents or regular repetition of Stage A behaviour
- Stage C – Extremely serious incidents or regular repetition of Stage B behaviour (See Appendix 2)

### **Bullying**

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

We recognise that even in the most secure of environments bullying can take place. We consider bullying to be an unacceptable form of behaviour involving the dominance of one pupil by another or a group of others which is premeditated and may be part of a pattern of behaviour rather than an isolated incident. Bullying behaviour may take many forms- physical, mental or verbal or the deprivation of some property or right.

We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help. Through a variety of planned activities across the curriculum such as circle time, role-play, whole school or class workshops, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of one of the councils, taking on responsibilities at lunch time or becoming a play leader promotes children's self-confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Headteacher is kept informed.

We have two aims when reacting to incidents of bullying:

1. to make the child who has been bullied feel safe
2. to encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying. If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

### **Serious breaches of Discipline**

If a pupil is in serious breach of the schools policy or if strategies to deal with on-going serious breaches have failed, the consequence of exclusion may be used by the Executive Headteacher. In such instances the advice and procedures set out by Lincolnshire County Council will be followed.

### **Implementation of Behaviour Policy**

This behaviour policy will be effective immediately and reviewed yearly by the whole staff. Where children have specific needs relating to their behaviour, individualised behaviour plans will be put in place and this policy will therefore not necessarily be followed.

## **Our School Rules**

- \* Work quietly and sensibly, so that everyone can learn.
- \* Ask before borrowing things.
- \* Always walk quietly and sensibly around school.
- \* Stand back for others to pass.
- \* Be polite at all times.
- \* Remember the proper places to play.
- \* Stay outside once you are outside.
- \* Think about other people's feelings.
- \* No bullying or unkind behaviour which someone repeats over time, knowing that it is upsetting and hurtful to someone else.

**TELL AN ADULT IF YOU HAVE A PROBLEM.**

## BEHAVIOUR/CONSEQUENCES MATRIX

Reward for appropriate behaviour	BEHAVIOUR	CONSEQUENCES
<p>Verbal praise e.g. "Well done"</p> <p>Body language eg. a smile, thumbs-up, a nod etc.</p> <p>Whole class rewards and rewards specific to a child and directed to an expectation eg. class stickers, team points,</p> <p>Sharing achievements with the Head of School/EHT</p> <p>Celebration certificates and assembly</p> <p>Informing parents</p> <p>End of year report with good comments on behaviour and attitude</p>	<p><b>Stage A - Irregular or minor incidents of unacceptable behaviour.</b></p> <ul style="list-style-type: none"> <li>• Stopping others from learning e.g. calling out in class, distracting, fiddling, talking, touching other people's things</li> <li>• Not looking after resources carefully or using them appropriately e.g. swinging on chairs, swapping equipment, defacing books</li> <li>• Not sharing or co-operating with others</li> <li>• Being unkind e.g. name calling</li> <li>• Being disrespectful to others e.g. ignoring others, touching other's food</li> <li>• Rough play e.g. pulling hoods, tugging too hard</li> <li>• Swearing (not at someone else)</li> <li>• Being unsafe around the school e.g. running in the corridors/classroom, playing in the toilets</li> <li>• Play-fighting</li> <li>• Playing in prohibited areas</li> </ul> <p><b>Stage B - More serious incidents or regular repetition of Stage A behaviour.</b></p> <ul style="list-style-type: none"> <li>• Repeating Stage A behaviour 3 times</li> <li>• Doing something when you have been told not to</li> <li>• Saying or doing something which is highly offensive or makes fun of someone's race or background</li> <li>• Swearing or bad language to someone else</li> <li>• Dangerous behaviour (e.g. throwing stones, climbing fences, walls, running away)</li> <li>• Spitting</li> <li>• Dishonesty</li> <li>• Biting and intentionally hurting others</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Damaging other people's or the School's property on purpose</li> <li>• Touching other children in a way they've been told that they don't like</li> </ul> <p><b>Stage C - Extremely serious incidents or regular repetition of Stage B behaviour. Unacceptable behaviour at Stage C is very serious and very few children ever reach this stage.</b></p> <ul style="list-style-type: none"> <li>• Repeating Stage B behaviour</li> <li>• Refusing to accept school rules or school authority</li> <li>• Extremely disruptive behaviour which stops other children from learning or makes them feel unsafe or unhappy</li> <li>• Saying or doing anything which makes a member of staff or a visitor feel unsafe or unhappy</li> <li>• Extremely violent behaviour which hurts someone very badly</li> <li>• Continuing to say or do something which makes fun of someone's race or background, when you know that it is wrong</li> </ul>	<p><b>Stage A incidents are dealt with by the class teacher, teaching assistant or midday supervisor</b></p> <ul style="list-style-type: none"> <li>• A verbal warning will be given - remind about the expectation or rule and give them the opportunity and time to get it right. <i>(Use: "I need you to..." "I expect you to" and follow a request with "Thankyou" rather than "Please". It is not a request, it is an expectation)</i></li> </ul> <p>A behaviour sheet may be used to record incidents</p> <p>If a verbal warning is given to a child 3 times within a morning or afternoon session then Stage B consequences will be used.</p> <p><b>Stage B incidents are dealt with by the class teacher, teaching assistant or midday supervisor</b></p> <ul style="list-style-type: none"> <li>• A time out within the class will be given (e.g. thinking space)</li> </ul> <p>The following consequences may be used</p> <ul style="list-style-type: none"> <li>• Missing 5 minutes of playtime</li> <li>• Letter of apology</li> <li>• Loss of privilege</li> <li>• Correcting the situation e.g. cleaning or making good something that has been defaced</li> </ul> <p>The behaviour log will be completed and Head of School and parents will be informed.</p> <p><b>Stage C incidents are dealt with by the Executive Headteacher, Head of School or a member of the Senior Leadership Team in their absence</b></p> <ul style="list-style-type: none"> <li>• A child will have a meeting with the Executive Headteacher or Head of School</li> </ul> <p>The following consequences may be used</p> <ul style="list-style-type: none"> <li>• A meeting with the Executive Headteacher or Head of School</li> <li>• Individual behaviour log</li> <li>• Internal/fixed term/permanent exclusion</li> </ul> <p>The behaviour log will be completed and Head of School and parents will be informed.</p>