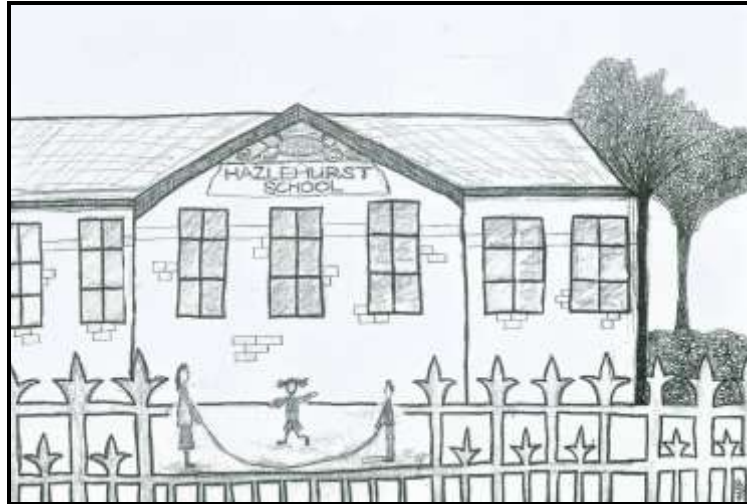


Hazlehurst Community Primary School



Policy for **Behaviour** Revised November 2014 for review by November 2017

MISSION STATEMENT

At Hazlehurst we believe in providing a broad and balanced curriculum within a secure, supportive environment. We are a community of people committed to working together towards the aims of our school.

This policy is based upon the school's philosophy and the governors' aims as detailed in the school prospectus 2014/15

INTRODUCTION

Good behaviour is necessary for the well-being of the school community and to support effective teaching and learning. The central aim is to encourage self-discipline through a positive approach.

AIMS

- To maintain a balance between rewards and sanctions in which the emphasis is on the former.
- To develop positive attitudes to school and learning.
- To develop good habits in relation to self-discipline and mutual support.
- To encourage children to take responsibility for their own actions and to respect the rights of others.
- To encourage good manners and politeness.
- To enhance levels of self-confidence.

INFORMATION FOR PARENTS

It is essential to provide clear information about the school's expectations for behaviour so that a successful partnership can be developed with parents/carers for the benefit of children.

This is developed through: -

- Written Guidance e.g.
 - The school prospectus
 - This Behaviour Policy
 - The Anti-Bullying Policy
 - The School Rules
 - The Home-School Agreement
- Meetings with parents e.g.
 - the Induction Evening for new reception parents
 - routine parents' evenings
 - informal discussions
 - SEN / LAC review meetings

It is also important that parents/carers should feel confident that school staff should investigate thoroughly any concerns that they might have, and work together to find the best solution to any behaviour issues which might arise.

SCHOOL RULES

The following School Rules are displayed in every classroom. The rules are addressed to the children so that they (and parents/carers) are clear about expectations of behaviour and sanctions.

School Rules for Behaviour

1. Show kindness to everyone around you.
2. Be polite and well mannered. Remember to say 'please' and 'thank you'!
3. Be honest – always tell the truth.
4. Work hard in lessons. Always do your best and be a good example to those around you.
5. Use your time and energy to make yourself successful and to help other people.
6. Respect other people's property and never take anything that does not belong to you.
7. Respect the privacy of other people's friendships, conversations, messages and emails.
8. Behave well by lining-up quietly, walking safely without running, and sitting sensibly. Never push, and always allow adults through doors first.
9. Take pride in your classroom and school building, by helping to keep the rooms tidy and clean.
10. If you have a problem, report it to a member of staff, who will listen and help.

Rewards and Sanctions

1. When you have tried hard in your work or shown kindness and consideration to others, you will be rewarded with praise and encouragement, and everyone will share in the happiness of your success.
2. You have a right to a good education in safety and security, but you also have a responsibility to allow others the same good education, free from disruption. We expect that everyone will behave well and do their best.
3. When you have not tried your best in your work or relationships with others, you will be told of your mistakes. You will be asked to improve your work or you may have to apologise to someone.
4. This is what will happen if mistakes are repeated:
 - 1st time a rule is broken: warning, name on the board
 - 2nd time: miss 5 minutes of playtime
 - 3rd time: miss a full playtime
 - 4th time: removed from own classroom for a period of time
5. If your mistakes are more serious, you will have to see the Head Teacher.
6. If misbehaviour is persistent or no effort is being made with work, parents will be informed and asked to come into school to discuss the matter.

7. If there is still no improvement, then the Head Teacher may consider a temporary exclusion of up to 15 days in any one term, and ultimately a child may be permanently excluded.

THE ROLE OF STAFF IN PROMOTING GOOD BEHAVIOUR

Members of staff must be role models for the kind behaviour that we want to promote in children – polite and caring, and always wanting to resolve problems through discussion, compromise and reconciliation. A consistent approach to behaviour management is essential from every member of staff – we must all apply the same approach within school.

In the first instance, staff members will attempt to resolve behaviour issues by applying the policy in a clear and consistent way. The central role of the Head Teacher and senior management team is to support this consistency. If behaviour does not improve, or if there is a serious incident, the Head Teacher will be informed as indicated above. Children and parents will realise that the school has serious concerns about a child's behaviour if the Head Teacher and / or senior staff have become involved, and this will help to create a clear focus and sense of urgency about the need to make improvements.

The ultimate decision to exclude a child from school can only be taken by the Head Teacher, and will not be taken lightly. Serious incidents of bullying which involve physical assault will always be considered as potential for exclusion, as will assaults on staff. The Head Teacher must be able to guarantee the safety and well-being of the school community. A thorough investigation of an alleged incident will be carried out before making the decision to exclude. For less serious breaches of the School Rules, every opportunity will be taken to find strategies to improve the behaviour before using exclusion as a last resort.

The school's approach to exclusion will be informed by Local Authority and DFE Guidelines.

REWARDS

In order to promote good behaviour, work and general discipline, school staff will:

- Praise children both individually and as groups or classes whenever the opportunity arises.
- Use smiles, words of thanks, etc on all appropriate occasions around school.
- Within class, use stars, smiley faces and stickers, plus comments which praise, which can be used to reward good work and behaviour, and relate this to the school house point system.
- Give house points to others around the school deserving of them.
- Reward especially good work and/or behaviour by bringing the child or children to the attention of :-
 - the rest of the school e.g. in assemblies , through certificates and the 'Golden Book'.

- the Head Teacher, who will add his enthusiastic praise and give merit stickers etc.
- other staff, as appropriate.
- Take opportunities within class to give public recognition for good work, etc. e.g. verbal praise, displaying work in an attractive way.
- Give special tasks / jobs / responsibilities as rewards - these may be short or long term (Increasing children's responsibilities can often lead to more responsible attitudes generally.)
- Use some of the following rewards as appropriate :-
 - extra time on tasks which are enjoyed.
 - free choice of activities for work done well.
 - bring good work and behaviour to the attention of parents whenever the opportunity arises, making sure that the children are aware you are doing it eg postcards home.

The children have listed all the rewards they can receive in school:

- ✓ house points
- ✓ work in Assembly
- ✓ bronze/silver/gold awards
- ✓ certificate in assembly
- ✓ the Golden book
- ✓ * marking
- ✓ Stickers/stars/stamps
- ✓ Extra playtime
- ✓ End of year trophies
- ✓ Celebratory postcard home

These rewards are displayed in every classroom, as a reminder to the children.

SANCTIONS

These sanctions are displayed in every classroom, apart from Reception and Year 1 (see below.) Each classroom has a board containing all the children's names and these names should be moved when necessary as a visual sign to the children of where they are in the sanctions system.

- 1st time a rule is broken: warning, name on the board
- 2nd time: miss 5 minutes of playtime
- 3rd time: miss a full playtime
- 4th time: removed from own classroom for a period of time

All boards are cleared at the end of a day, to allow for a fresh start in the morning.
House points are positive and as such should not be rescinded.

Reception and Year 1

Reception and Year 1 have a simpler version of sanctions. They use a traffic light system of green, yellow and red, upon which the names of the children are moved as necessary as a visual sign to the children of where they are in the sanctions system.

Green – great

Yellow – warning

Red – lose 5 minutes of time in the classroom

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MONITORING, EVALUATION AND REVIEW

The policy will be promoted and implemented throughout the school. The effectiveness of the policy will be monitored by the senior management team. There will be a formal review of the policy by the whole staff within three years.

Mr M Golding

Headteacher

Revised November 2014 by Mrs J Power