



## HALE PRIMARY SCHOOL

### Positive Behaviour and Procedures

#### Aims and Expectations:

#### Aims

At Hale Primary School, we aim to:

- Value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community
- Have firm and consistent rules and values, allowing us all to have a clear view of what is acceptable and appropriate
- Ensure children are **praised** and **encouraged** and given opportunities to succeed
- Develop positive self-esteem and create an environment conducive to positive and supportive relationships
- Encourage children to become independent learners, confident individuals and responsible citizens

We flourish and grow in an atmosphere of praise and encouragement and develop pride in ourselves and our school. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply the standards and uphold them at all times. The standards are our school rules – The Golden Rules and our school values. The Golden Rules and school values have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

#### The Golden Rules:

- We are kind and helpful
- We listen
- We are honest
- We are gentle
- We work hard
- We look after property

#### Hale School Values:

- Respect
- Friendship
- Positivity

All of us have the responsibility to uphold and support these standards at **all** times. In this way the powerful influence of home and school working together will actively help and support our children.

## **The benefits of good social behaviour**

### **For the children:**

- Children need to know what is expected of them and to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers
- They can work in a calm and quiet atmosphere, concentrating on their learning, free from disruption from others
- They learn to care for each other and the importance of friendship
- They learn self-respect, develop self-confidence and increase self-esteem
- They learn to always try their best in school and feel pride in their achievements

### **For the staff:**

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from the worry of disruption
- Staff can spend more time with the children helping them to learn, rather than sorting out behaviour problems
- There are fewer interruptions and more concentrated learning for all.

### **For the parents:**

- They can feel confident that their children are growing in a positive environment
- To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and can be supported and give support, as we are all working together
- To know their children will receive guidance, support and encouragement to behave well

## **Principles**

### **Behaviour we wish to encourage**

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate. Behaviours we encourage, support and develop are:

- self discipline;
- respect for all adults, peers and property;
- appreciation of others;
- politeness;
- the ability to listen well to adults and peers;
- the ability to express an opinion appropriately;
- the ability to reconcile any differences

- understanding of others;
- patience;
- pride in achievement, academic and personal;
- co-operation;
- a sense of calm;
- personal tidiness;
- care for the environment inside and outside the classroom.

We must all work actively together to encourage good and model good behaviour.

### **Behaviour we wish to discourage**

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/ aggression- verbal and physical;
- disrespect of people;
- bad language;
- prejudice towards others;
- under achievement;
- defiance and answering back;
- dishonesty, stealing and cheating;
- disruption:
- lack of consideration;
- vandalism;
- selfishness.

### **Procedures**

#### **Encouraging good behaviour**

At Hale Primary, we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and the different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of rewards. We recognise and highlight good behaviour as it occurs. We explain and demonstrate the behaviour we want to see.

#### **Property**

Taking care of possessions is an important aspect of growing up. Children should be encouraged from an early age to look after their books and toys, clear up after activities by returning resources to the correct place. This early training develops a caring attitude in children so that when they arrive at school, they continue to treat both their own and school property with respect.

This eventually leads to a greater understanding and care of the environment. Monitors in each class and throughout the school also take responsibility for specific jobs.

To help all children look after their own property, everything should be named:-

- ALL clothing
- PE equipment
- Lunch boxes
- Coats

If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, reading books, broken equipment, etc. Accidents do happen and we all understand this.

Obviously if property is damaged purposefully, we all need to be aware of the situation and then take appropriate steps.

### **Actions that may be used to promote good behaviour**

- Remind children about the Golden rules (displayed around the school) and celebrate them when they are kept.
- Use signals to encourage good behaviour – e.g. signals to let children know when to sit up, sit down, turn round, put the chair legs on the floor, stop what you are doing, listen carefully, look carefully.
- Verbal reminders that are anonymous – ‘We’re just waiting for 3 children now to look this way ready to start the lesson’.
- Respond positively to children’s contributions.
- Positive comments in books that reflect effort and/or achievement.
- Sanctions are not threatened but occur naturally as part of the class agreement.
- Ensure that any behaviour that is deliberately ignored is addressed privately with the child.
- Ensure that a stated course of action is followed up.
- Help children to save face in front of others, to avoid any escalation of poor behaviour (private sanction, public reward)
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high expectations of all areas of children’s work in school – behaviour, attitudes and academic work and presentation of work, looking after books.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

We use a range of rewards to encourage positive behaviour:

- Staff give children stickers, which provide ‘instant’ recognition, are personal, boost self-esteem, reward effort and are linked to learning.
- Staff provide verbal and written feedback to children

- Children can be 'Star of the Week' at Celebration Assembly for good learning, behaviour and achievement.
- Children can receive Effort Awards, a Learners Cup or The Golden Rules Award at the End of Term Assembly.
- Children can be awarded '*merits*' to acknowledge exceptional personal achievement in an area of learning.
- The school also acknowledges all the efforts and achievements of children, both in and out of school at the weekly Celebration Assembly.
- Extra special work is sent to the Executive Headteacher or Head of School for an extra comment, praise/reward / gold sticker.

### **Lunch Time Supervision**

At lunchtime, supervision is carried out by a team of supervisory assistants. The supervisory assistants are expected to follow the processes and procedures of The Positive Behaviour Policy and by referring children to the Golden Rules when misbehaviour occurs. Supervisory assistants will complete green cards at the end of a lunch time to share good behaviour with teachers and parents. They will also report any misbehaviour to class teachers at the end of lunchtime through the use of a red card. Persistent misbehaviour at lunchtime will be brought to the attention of the Head of School and will result in loss of privileges and playtimes. Parents will be informed if misbehaviour persists.

### **Sanctions**

Sanctions for behaviour we wish to discourage.

In order for children to fully understand the pleasure of rewards we must also apply the same principles of encouragement to inappropriate behaviour. Children need to fully understand the consequences of their actions. Again this can be done in informal ways, such as by eye-contact, a frown, a gesture or words. It can be done privately and should be enough to warn the child that this is not the sensible way to behave. If this does not work, then a more public sanction is needed in as listed below:

**Sanctions must be applied consistently, firmly, fairly and without confrontation.**

#### **Stage 1: Minor infringements to be dealt with as follows:**

1. Withholding praise, if it is not deserved.
2. Informal gesture: eye contact, frown, a gesture.
3. Tactical ignoring
4. A private reminder (if not communicating/ teaching with the whole class at the time.)
5. Verbal rebuke: Telling child off and discussing the situation and involving them in the resolution of it.
6. Repetition of task, if not done satisfactorily

#### **Stage 2 Continual contraventions of the rules**

1. Time out- sitting apart from the rest of the class.
2. Send to another classroom for 10 minutes. They are ignored by this class teacher and expected to sit in silence or to complete their work.

If a child sits in silence they are required to complete their work on their return to their classroom.

3. Missing breaks, excluded from school clubs.
4. Continual bad behaviour results in telephone call/ chat with parents by class teacher to inform and discuss matter.
5. Further bad behaviour results in a letter to parents from the class teacher regarding the behaviour and requesting a meeting.
6. Behaviour support cards/books may be made to support the child, if felt necessary, in liaison with ELSA
7. Monitored and reviewed

**Continual bad behaviour or one off very serious incident.(e.g. someone hurt badly, bitten, kicked violently)**

1. Executive Headteacher / Head of School called to the classroom/ playground to assist only if duty person unable to resolve and child defiant. Before this attempt must be made to move child to area to calm and discuss.
2. Executive Headteacher/Head of School called twice- results in letter sent home to parents
3. Action Plan with targets drawn up.
4. Action Plan monitored
5. Exclusion- temporary depending on each individual cases

**Permanent or Fixed Term Exclusions**

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Executive Headteacher will exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A pupil can be excluded from the school premises during term time or just lunchtime periods. It is rare that the school resorts to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

A child may be excluded, internally (working away from peers) or externally for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil.
- Verbal abuse /Threatening behaviour against adult
- Persistent bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Serious damage to school property
- Theft
- Persistent disruptive behaviour
- Weapons in school

All exclusions will be reported to Hampshire LA and Exclusion data will be sent to DfES.

## Parent Contract Home School Agreement

This should incorporate responsibilities to the school and should be read in conjunction with our Positive Behaviour Policy. Discipline involves protecting the rights of everyone and encouraging everyone to respect these rights- all have responsibilities to enable this to happen.

<i>Staff</i>	<i>Children</i>	<i>Parent</i>	<i>Governors</i>
To provide a caring, listening environment. To be encouraging and positive towards children. To try to ensure that children act safely. To be consistent in dealing with children. To have regular discussions on behaviour. To be open, informative and encouraging to parents and value parents efforts, ideas and thoughts. To follow the whole school policy on behaviour at all times. To support colleagues on the behaviour policy. Not to discriminate against others. Not to accept others discriminating.	To be cooperative and considerate. To aim to work to the best of their ability. To act in a safe and sensible manner. To know what is acceptable behaviour and consequences of unacceptable behaviour. To inform teachers and parents of any problems. Not to discriminate against others. In Y6 the children are encouraged to take on extra responsibilities and set a good example for the rest of the school.	To be supportive of the aims of the school. To discuss school life with the children and the school staff. To help and encourage children to act in a safe and sensible manner. To support the positive behaviour policy. To speak to and to treat everyone courteously. To develop a positive communication with the teacher. Not to discriminate against others. Not to accept discrimination. To co-operate with teachers. To make an appointment to see the teacher first and if necessary then make an appointment with the HoS or EHT.	To support the school in its behaviour policy.  To review the effectiveness of the policy.

The school reviews this policy annually. The school may, however, review the policy earlier than this if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: Spring 2019

This policy links directly to:

- SEN Policy
- Anti-bullying Policy
- Restrictive Physical Intervention Policy
- Exclusions Policy
- Teaching and Learning Policy