

Hope Primary School Behaviour Policy

The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

What are the aims of our Behaviour Policy?

We aim to enable our pupils to:

- Develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- Stay safe.
- Be healthy physically, emotionally and socially.
- Make progress and achieve success.
- Make a positive contribution.
- Access and enjoy the full range of learning opportunities in a calm, positive environment.
- Behave appropriately in a wide range of social and educational settings.
- Value themselves and respect each other.
- Express and manage their emotions appropriately.
- Value the school environment and the wider world.

We also aim to:

- Acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- Work within a positive, proactive reflective approach to behaviour management.
- Empower staff to determine and request appropriate behaviour from everyone.
- Ensure the policy is consistently implemented throughout the school.
- Ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

How do we implement our Behaviour Policy?

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

Expectations of the school community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools aims in promoting good behaviour
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities at a level appropriate to their age and development	To ensure pupils are well enough to attend school and provide the school with a written explanation of any absences
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff throughout the school day	To inform the school of significant issues/ events that may affect the behaviour and well-being of your child
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	To work in partnership with the school to support behaviour expectations

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE (Personal, Social and Health Education) and citizenship are taught using a variety of methodologies such as R-Time, Team Time and Circle Time (refer to PSHE Policy) in order to address our ethos and expectations directly.

We believe in adapting the PSHE curriculum to meet the needs of the current children on role. We plan for the needs of individual pupils, the active involvement of pupils in their own learning and give structured feedback to develop positive behaviours.

School systems

Pupils' efforts are valued and rewarded to promote positive attitudes to school and to learning. In September, each class generates their own class rules which are broadly linked to the following principles:

- Care for the school environment.
- Respect everyone's belongings.
- Be respectful, kind and fair to everyone.
- Always do your best work.

Rewards

Hope School strives for excellent behaviour and rewards children for making correct choices in relation to their behaviour. We aim to praise and reward pupils for their consistent and improving behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Headteacher awards, stickers, certificates and prizes for excellent and improved classwork or attitudes.
- End of year trophies for high performance/ improvements in subject areas and attitudes.
- Lunchtime awards for excellent behaviour over the lunchtime period.
- Special Person of the day linked to high performance related to the classroom rules.
- Post cards home to celebrate key achievements.

- Nomination Box where children recommend each other when they have demonstrated thoughtful actions towards each other.
- Team rewards such as house points.
- Class reward systems.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid moving to the next level of sanctions.
- Group sanctions should be avoided.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands.

Low level disruption:

misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor using the 'cloud system' in each work area. See Appendix 1.

More serious misbehaviour (one incident or disruption):

more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent lower level misbehaviour. Class teacher would record the incident/ misbehaviour on an ABC (Antecedent Behaviour Consequence) form which would be shared with parents and then a copy given to the Headteacher. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor.

Very serious misbehaviour:

Formal involvement with the Head teacher and parents. Individual behaviour programmes may be put into place or a child put on report. Additionally Education Welfare and/or other outside agencies may become involved such as Education Behavioural Support or Multi-Agency Team. The last resort would be a short or longer term exclusion. In situations where extreme physical assault, deliberate damage to property, stealing, leaving school without permission, verbal abuse has occurred which endangers or intimidates a member of the school community, then the school reserves the right to consider immediate exclusion. This is at the discretion of the Headteacher and the Chair of Governors will be informed immediately,

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO (Special Educational Needs Co-ordinator) will draw up an Individual Behaviour Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (i.e. positive play, nurture group, playground buddies).

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working

together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools' safeguarding policy. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school i.e. the Headteacher. Support may be sought from outside agencies e.g. Behaviour Support, Education Welfare Officer, Educational Psychologist, Family Resource Worker.

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and governors.

This document is freely available to the entire school community and will be available on the school website.

It will be reviewed on an annual basis.

Reviewed: June 2016

Signed:

Chair of Governors:

Date: