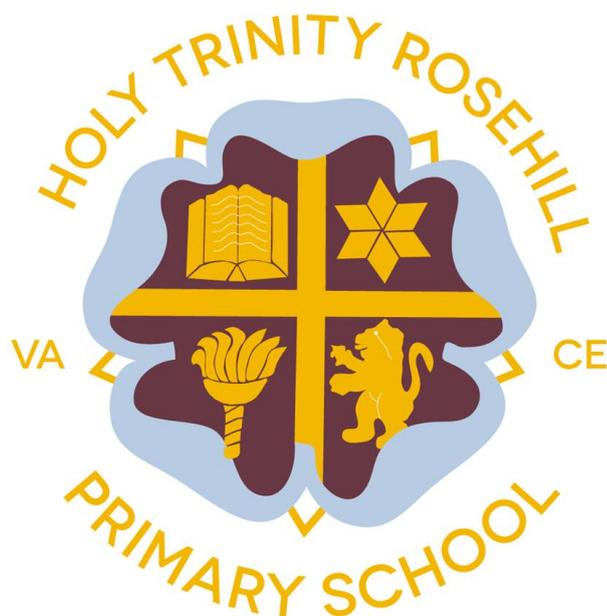


Holy Trinity Rosehill VA CE Primary School



Behaviour Policy

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Our Behaviour Policy, including our Anti-Bullying Policy, is based on the Christian values of justice, compassion, peace, forgiveness and koinonia.

Justice means giving all people what is right and fair for them to have. We therefore seek to recognise and reward good behaviour first.

Compassion is about sharing in the lives of others and being humble. We therefore seek to understand why children behave as they do.

Peace comes from relationships built on harmony, stability and security, where people flourish because they are nurtured. We therefore model and build positive relationships on all levels.

Forgiveness is fundamental to the character of God – ‘Forgive,’ said Jesus, ‘seventy times seven’. (Matthew 18:21) We therefore seek a sincere apology after wrong-doing and promote forgiveness.

Koinonia, or fellowship, means that all are needed and valued and each person is important to the whole school. We seek to recognise the specialness of each individual in our school and to value them.

Our Mission Statement therefore includes:

Provide a warm, friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for, others.

Acceptable and excellent standards of behaviour do not just happen; they depend upon the teaching and examples of staff, parents and pupils. Everyone associated with school has a positive contribution to make.

We aim to maintain excellent standards in behaviour by:

- Developing good relationships based on mutual respect between adults and pupils,
- Having very high expectations of pupils' behaviour and then fostering, acknowledging and rewarding this,
- Matching curriculum and teaching methods to the pupils' needs,
- Nurturing pupils' growing maturity and self-esteem,
- Challenging poor behaviour,
- Being thorough in investigating complaints of poor behaviour,
- Addressing concerns or complaints of bullying swiftly, strongly and effectively,
- Working closely and openly with parents / carers and their children.

Special Educational Needs

Pupils with SEN relating to behaviour, such as ADHD, Asperger's Syndrome and emotional and social difficulties should be encouraged to follow the school rules. Good behaviour should be positively reinforced whereas unacceptable behaviour should be discouraged.

Pupils with behavioural difficulties are supported by teaching and support staff and individualised strategies are put into place.

If behavioural problems persist, the teacher can liaise with the SENCO and a referral made to the Behaviour Support Service.

Parents are informed at all stages.

The role of pupils

Pupils should follow the agreed rules at all times (Golden Rules in Foundation Stage and Key Stage 1 and the Code of Conduct for Key Stage 2). These are specifically differentiated to encourage children to think progressively about their behaviour and develop independence about the choices they make.

Following these few, simple rules will allow not only them to do their best but also allow others to do their best.

Pupils should seek help whenever needed to overcome difficulties.

Pupils should know that if they are sensible, co-operative and go about their learning to the best of their ability, they will be consistently rewarded for their efforts.

Pupils should help others to behave well.

Pupils should report poor behaviour to an adult.

Pupils should be willing to forgive a hurt when asked to.

The role of parents

Parents have responsibilities which include ensuring regular attendance and punctuality and supporting good behaviour.

Parents should also encourage their child to participate fully and positively in their day-to-day school work and in the wider life of the school and community.

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts when the child is in school and at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' consultations. Home contact books are useful for this purpose.

The role of staff

All staff should:

- implement an agreed approach to the rewarding of good behaviour,
- Set a good example in all areas of behaviour and relationships at all levels,
- Involve other adults as necessary to support excellent behaviour.
- Provide interesting and appropriately challenging tasks in the classroom,
- deal with problems arising from unsatisfactory relationships between children in a speedy, sensitive and positive manner,
- apply age appropriate sanctions in response to unacceptable behaviour, explaining the reason for any sanction to the children,
- maintain good discipline within and outside the classroom,
- motivate the children to do well,
- inform parents of any changes in their child's behaviour at an early stage,
- keep records of incidents of unacceptable behaviour.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to:

- implement the school behaviour policy consistently throughout the school, and
- to report to governors, when requested, on the effectiveness of the policy.
- to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by;

- implementing the policy,
- setting the standards of behaviour, and
- supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for applying 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.

The role of Governors

The Governors must agree a written statement of general principles for an overall behaviour and discipline policy. They should periodically review this statement.

Governors, through the appropriate Committees, have a role in the Exclusion Appeals process.

Governors receive a termly monitoring report on behaviour, reported racist incidents and exclusions.

Anti-bullying policy

Bullying is defined as:

“Repetition of vindictive or overpowering behaviour of a ‘stronger’ person towards a weaker one. This can include mental as well as physical actions.”

All bullying is unacceptable, whether physical, verbal or psychological, regardless of how it is delivered or what excuses are given to justify it.

The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks. School will try therefore to eradicate, wherever possible, instances in which pupils are subjected to bullying in any form

School will deal sympathetically but firmly with any incidents as soon as they are brought to our attention.

School will provide suitable aftercare if necessary.

The school and Local Authority treat bullying amongst their employees as a potential disciplinary matter.

Anti-bullying procedures

As part of our behaviour policy, we aim to promote excellent behaviour through example and reward.

Through planned curriculum work in PSHCE and SEAL we promote tolerance, understanding, valuing of individuals and appropriate ways to resolve conflict.

Children are encouraged to talk to a member of staff about concerns for themselves or others. Both staff and pupils are also encouraged to use curriculum opportunities e.g. circle time, as a vehicle. This is in order that incidents may be detected, behaviour monitored and appropriate action taken.

Where the school believes bullying is taking place, parents will be contacted and all actions will be recorded by the Headteacher.

If parents have concerns about behaviour they should initially be made to the class teacher. Following the definition of bullying, if a parent has any concerns that it is taking place, they should be directed by the class teacher immediately to the Headteacher.

Recorded incidents will be reviewed and reported to the Governing Body.

Whenever this policy is reviewed, it will be distributed to all parents. In successive years parents will be made aware of its existence through the School Prospectus and copies will be available on request.

Staff continually discuss the behaviour of children and are made aware of any potential problems in order to reduce the risk of any bullying behaviour occurring.

Individual Responsibilities

In order that staff can effectively enforce this policy children are expected to:

- Report all incidents of bullying as soon as possible,
- Act in a respectful and supportive manner to their fellow pupils,
- Report any incidents, which the victim may be afraid to report,
- Refrain at all times from any behaviour which could constitute bullying of fellow pupils.

Parents too can play a vital role by:

- Stressing to pupils the importance of sociable behaviour,
- Reporting any misgivings they have concerning bullying,
- Actively endorsing and supporting the Anti-bullying Policy,

- Noting that it is **never** appropriate to use physical violence against, or in any other way seek to bully, a bully.

Evaluation Procedures

Staff will assess the effectiveness of these combined policies by monitoring the number of reported incidents and reviewing the results of any actions taken.

Policy ownership

Ultimate responsibilities for its introduction and implementation will rest with the Headteacher, who will consult the Governing Body. However, it is important to remember that all staff, pupils and parents have an active part to play in the evolution, development and maintenance of this policy.

Our ultimate aim is to provide a warm, safe learning environment, free from any threat or fear, which will enable us to support the aspirations, achievement and welfare of everyone in the school community.

Policy approved: September 2015

Next review due: September 2017

<u>KS1 EYFS</u>	<u>KS2</u>
<p>Both departments to have a golden book where the children who will receive an award are listed and reasons for the award mentioned. Staff to write child's name in the golden book with reason for award - weekly.</p>	
<p>Nursery: We like stickers in Nursery. Our children will do anything for a sticker! We talk about the golden rules and link a lot of praise around this too. We also have a special helper each week, they have important jobs including giving out milk, turning off lights and helping the teacher.</p>	
<p>Reward - golden ribbon and a gold certificate.</p>	<p>Gold star pin badge and gold certificate.</p>
<p style="text-align: center;">Traffic light behaviour systems Top is a gold superstar Green Orange Red</p> <p style="text-align: center;">MONDAY - everyone always starts on green on a Monday unless HT deems it to be different.</p> <p>Suggestions as to what constitutes going from Green going to SUPERSTAR.</p> <ul style="list-style-type: none"> • Extra effort/attitude • Consistently working very hard, and improving your own achievements. • Consistently being kind, polite and caring towards others • Doing something exceptional - wow factor • Reacting to an incident responsibly • Make a very substantial improvement in school work • Make a big effort in everything <p>Suggestions as to what constitutes going from Green going to orange</p> <ul style="list-style-type: none"> • Rough play • Silliness/Fussiness • Not listening to instructions • Persistent reminders about good behaviour • Rudeness towards the teacher or pupils. • Ignoring a teacher when you are spoken to. • Disrupting a lesson (talking all the time, distracting others, shouting out, shouting at each other). • Still disruptive after been given a warning. • Not doing enough work during lesson times. • Not be honest or truthful 	

- Not doing homework/ spellings/ reading / not bringing P.E kit in (Y5/6)
- Breaking golden rules
- Being unkind / hurting people / upsetting feelings
- Not showing a good attitude or effort

Suggestions as to what constitutes going from Orange going to red

- Anything from orange where a child is persistently offending following several reminders goes to red
- Destroying property
- Physical harm
- Emotional harm
- Bullying someone
- Hurting someone on purpose
- Swearing
- Ignoring adults
- Stealing
- Talking back to any adult in school in a rude way, being argumentative towards teacher and other pupils
- Racism

It should be possible to go straight to red from green depending on severity of act:

- Racism
- Deliberate destruction or damage to school property
- Being really nasty or cruel
- Fighting
- Theft
- Deliberate refusal to do as an adult asks

All children can earn movement back up the traffic lights.

SANCTIONS

Loss of half of golden time - on orange for more than two days

Loss of all of golden time - on red

Parental phone call

Parent meeting face to face - or whoever picks you up if you go onto red/or note in contact book if parents don't collect or children go to Boomerang

Teacher makes a decision to inform parent if they have a serious concern regarding behaviour.

If child is persistently on red refer to the HT who may arrange meeting or phone call to parent.

<p>Gold Medal = the classes who have achieved 100% on green for whole week to display in a prominent place in classroom.</p>	<p>Gold Medal = the classes who have achieved 100% on green for whole week to display in a prominent place in classroom</p>
<p>If all classes in a department stay on green all week then whole department gets an extra playtime.</p>	<p>If all classes in a department stay on green all week then whole department gets an extra playtime.</p>
<p>Special Tables Each lunchtime supervisor choosing two children from their class - school meals and packed lunches included. Reasons:-</p> <ul style="list-style-type: none"> • Polite • Good table manners • Playground friend • Behaviour • Attitude <p>Special tables announced in Golden ribbons assembly on a Friday, children receive a certificate and then children spend the next week on special tables.</p> <p>Special tables have place settings and a table centre.</p>	<p>Special Tables Each lunchtime supervisor choosing two children from their class for one year group each - school meals and packed lunches included (this means they will choose four children each in total). Reasons:-</p> <ul style="list-style-type: none"> • Polite • Good table manners • Playground friend • Behaviour • Attitude <p>Special tables announced during celebration assembly on Thursday and children spend the following Friday through to Thursday on special tables.</p> <p>Special tables have place settings and a table centre.</p>
<p>Spellings - three in a row</p>	<p>Spellings - three in a row</p>
<p>Reading awards - bespoke sticker for good attitudes to reading - consider promotion of reading with bookmarks/stickers etc...? Bookmarks In Y2 we currently use bookmarks on which they put stickers every time they read a book. When the children read 15 books a book worm is displayed on the 'superstar readers' wall. Following this, certificates are given out. Few children have lost their book marks/forgotten them. We talked about perhaps putting star stickers in contact books as a record. Children like the idea of certificates and stickers.</p>	<p>Reading awards - bespoke sticker for good attitudes to reading - consider promotion of reading with bookmarks/stickers etc...? Reading awards sticker for good attitudes to reading.</p>

<p>Tidy Tigger Yes</p> <ul style="list-style-type: none"> • Pick coats up in clock room. • Pick up pencils. • Don't drop things. • Good tidying up • Tidy cloakrooms • Tidy tables • In Y2 Purple Class, we currently give out group points (for smart sitters and good tidying up). The Tidy elephant sits on the winning table for the week. 	
<p>Eco Ted Yes</p> <ul style="list-style-type: none"> • Switch light off when we don't use them. • Only use 1 paper towel. • Don't waste your lunch. • Put banana and orange skin in the big litter bin. • Switch computers off • Don't waste water • Save paper 	<p>Some sort of point system resulting in a bespoke HTR certificate. Similar collecting of points but not calling it triceratops etc... 1pt 2pt etc... 10 points gets? 100 points gets? Etc... 10 points gets star 10 stars gets certificate. Card like the children are given now but when they earn 10 points teacher gives the child a star (STICKY STAR) and when they get 10 stars they receive a certificate. A sticker is worth 3 points.</p>