

# HAVERSHAM VILLAGE SCHOOL

## BEHAVIOUR POLICY

### INTRODUCTION

At Haversham Village School we recognise the importance of a positive approach to the behaviour of children in school. The purpose of this policy is to give a clear code of conduct for the use of all at Haversham Village School, both adults and children. It has been compiled after discussion with the staff and children and reflects the values and principles that we consider to be important for the school.

### AIMS AND VALUES

Our school aims to provide a happy, safe and secure environment for all those who work in, or visit it. In addition to the school aims as stated in the School Prospectus, we believe it is important :

- a) for the happiness and smooth running of the school that we foster positive, caring attitudes towards one another and the environment
- b) to acknowledge that everybody in the school community has a personal part to play and each person's talents will be valued and enjoyed
- c) to support those who need help and encouragement, in particular nurturing the self-esteem of all
- d) to listen with care to the views and opinions of other people and value them
- e) to maintain a consistent policy where everyone understands what is expected of them, the reasons for any existing rules and any resulting sanctions
- f) on occasions when an injustice or injury has been done, that we should provide a time and space in which the child involved can reflect on his / her actions and, where relevant, make reparation through providing support and comfort
- g) that we respond in a polite, and thoughtful manner to one another

We believe that emphasising positive behaviour in school tends to marginalize bad behaviour and decreases it. A well-managed, orderly environment in school will encourage children to react in a positive, caring way.

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards. Praise can be given in formal and informal ways,

in public or private, for the maintenance of good standards as well as for particular achievements.

The use of a range of rewards for children is also effective. Among those used at present are :

- verbal praise
- non-verbal signs (e.g. a smile) to individual children
- public praise
- rewards - spoken praise, an achievement sticker, being allowed to choose a favourite activity, a letter inviting parents to attend Superstars Assembly
- shared school rewards systems
  - sending a child to another member of staff for praise
  - weekly "Achiever's Assembly" when children share their achievements
  - Superstars Assembly (half-termly), for maintained 'good' behaviour or significant, sustained improvement
  - sharing achievement with parents
  - opportunities for greater responsibility in school
  - earning a tick on a whole class reward system

Staff at Haversham Village School have established a system of Golden Rules for those explicit behaviours that show respect and caring towards each other. This is a good system of incentives and rewards. A traffic-light system is used in each class with all children starting each day on the 'Green' face. If the children stay on Green their reward is 'Golden Time'. If children let themselves down, they are given a warning and their name is moved to the 'Amber' face. If they don't heed the warning their name is moved to the 'Red' face and they lose a small amount of 'Golden Time'. Every Friday, 'Golden Time' takes place for about half an hour (maximum 40 minutes) and children have an opportunity to choose what they would like to do from a range of specially chosen activities. Golden Time is a 'privilege' or a reward for keeping the Golden Rules and behaving well. If children have let themselves down or have behaved inappropriately they lose some Golden Time. Instead they watch the other children playing, whilst a sand timer runs for the allocated time.

(see Appendix 1 - for further guidance)

We recognise that there will be occasions when there will be behaviour problems, for many reasons. Staff will always try to understand the reasons

for the misbehaviour, so that it can be dealt with most effectively. When dealing with problems, it is important to label the behaviour and not the child.

The Staff at Haversham Village School expect and promote thoughtfulness and consideration for others and the environment. They are concerned to encourage good relationships and attitudes - fair play, sportsmanship, obedience and caring. All actions which may harm oneself, others or the environment are unacceptable. In the case of unacceptable behaviour initially staff should deal with misdemeanours themselves ensuring that the child is clear on the reason for punishment. The withdrawal of privilege is a successful form of discipline, as is a verbal warning. Children may be asked to complete a task during their playtime or lunchtime.

In more serious incidents the Headteacher should be involved in discussing the situation with the member of staff and child. Parents should be kept informed and involved if there are specific problems or a series of minor problems. In certain incidents the Headteacher should use professional judgement to decide who i.e. parents, governors, other agencies should be informed.

## UNACCEPTABLE BEHAVIOUR

### Bullying

There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language in the school community and these must always be discouraged.

Bullying is the intentional and persistent intimidation by one or more individuals to another child or adult expressed physically, sexually, racially, verbally or visually. Bullying behaviour is the deliberate desire to exercise power over others by hurting, threatening, alienating or frightening them.

It may include ;

- use of power - strength or numbers
- inappropriate comments or name calling
- hitting or physically hurting
- kicking
- threatening or frightening
- sending note/spreading rumours
- excluding from games and/or friendship groups
- verbal exclusion ('Sending to Coventry')
- teasing
- taking belongings

Our policy is to prevent a child from learning to enjoy this power before it leads to habitual bullying behaviour or before a child becomes a victim. Bullying is less likely to take place in a school where there is an environment of respect towards and caring for each other. This is made explicit in the school prospectus and parents' guide to the school behaviour policy. Assemblies and classroom discussions also guide children on protective behaviour and how to behave in different situations and places. Our aim is to make our school a safe and happy place where bullying does not occur.

## BEHAVIOUR POLICY – APPENDIX 1

### AGREED GUIDELINES FOR GOOD PRACTICE

The guidelines are a reference for staff so that they can act consistently. It may therefore, be changed from time to time to reflect different circumstances.

#### i. **While Working**

As this is an open-plan school, children should remember that others are working, so noise must be kept at a reasonable level. Everyone should remind them about this.

Children are expected to keep work areas tidy and to clear up at the end of a work session, with appropriate guidance from adults. They should show respect for apparatus, furniture, materials and their own and others work.

Children should be encouraged to behave co-operatively in the classroom and should show consideration for others working.

We seek to foster a positive atmosphere where children are praised for good behaviour, hard work and good achievement (Achievers Assembly and SuperStars Assembly).

#### ii. **In and Around the School**

Children should walk in all areas of the school so that they and other people are safe. They should move around the school quietly. If children do run they should be asked to walk instead, and reminded of our school rules.

The cloakrooms should be kept tidy. Lunch boxes must be kept on their hook or underneath their peg for hygiene reasons and health and safety.

Children should be encouraged to keep the school and grounds tidy by putting litter in the bins and putting equipment back where it belongs.

#### iii. **During Lunch**

At lunchtime, children are expected to visit the toilet, wash their hands and behave appropriately walking to and from the hall. If possible, they

should not leave to go to the toilet while eating, but this must be flexible with young children. (Midday Supervisors - please try and enforce this)

We promote good manners, eating carefully and with an acceptable noise level. General good behaviour is expected - talking quietly, not kicking or waving arms, eating with mouths closed, and sitting properly. Sharing food is not allowed. Reminders about these, particularly about the noise level, are essential.

iv. **In the Playground**

Children should go to the toilet, if needed, get their milk (as appropriate) and/or their fruit brought in from home and put on coats before going out to the playground.

If they need to come in, they must ask the member of staff on duty first and take a red band for girls or a blue band for boys. They can have a drink from their water bottle before they go outside and after they come back in. They can go to the toilet during playtime, but not back into the classroom to collect toys and they need to take and wear a band (blue - boy, red - girl).

Children can take their coats off, if it is warm but they are encouraged to make a decision whether to wear a coat or not before they go out. If the weather is very cold, a child who is unwell can sit in the library, but this is an exceptional circumstance.

At the end of play, all staff inside the building should go into the corridor to check the children are behaving sensibly. Teaching staff should collect their class from outside to bring them into their classroom, supervising their behaviour.

The person on duty should send in a 2 minute reminder to the staffroom, then bang a drum to indicate the end of playtime. Children should **WALK** to their class line quietly, and then when the teacher on duty sends them in walk sensibly into school.

Playground equipment boxes can be taken out of the shed at the beginning of play by Playground monitors. Staff can choose what equipment goes out and the equipment must be used safely.

If a child is unwell or hurt, they should see an adult on duty and if necessary, be sent inside with another child to find another staff member for first aid.

If a serious accident occurs, stay with the child and tell a responsible child to get adult help immediately. Make it clear that this is an emergency.

The following areas are out of bounds, but children still need reminders ;

- The grass in winter or when it is very wet, except to retrieve a ball
- The hedge
- The corner of the outside area
- The front of the school

Ball games should be played at the recreation ground end of the playground.

Visitors are not allowed in the playground during playtime.

**The children should play happily together and behave sensibly and safely.**

Children who are not behaving well or who are making other children unhappy, should be spoken to firmly, with a clear explanation of what is unacceptable and of how they should behave. They should be given a chance to explain their behaviour. If they continue to misbehave they should be warned of the consequences. For most children, this is sufficient but any child who is still behaving unacceptably can be told to stand by an adult on duty for a limited time (5 minutes maximum) or sent inside to stand outside the staffroom for a short time. Children sent in should report to staff inside or another child go with them to pass on a message. Losing all of playtime is only used in extreme circumstances. It should be clear to all children that they obey the adult on duty.

Serious problems on the playground should be reported to the class teacher or headteacher in case they continue afterwards.

## Encouraging acceptable behaviour / managing children with behaviour difficulties -

### Strategies and Management Structure

Good behaviour is encouraged in all areas of school activity. Young children need these expectations to be stated clearly and to be shown appropriate behaviour. Although everyone has their own style, it is important that everyone is consistent in reinforcing these expectations. The greater the difficulties a child has, the greater the need for clear guidance, frequent monitoring and consistency.

Good choices, acceptable behaviour and how to be kind, friendly, etc is also discussed on a regular basis in assemblies, as part of Personal Education (PSHE), in circle discussion time and as part of cross curricular studies. If a particular problem arises, it may also be discussed as a class or whole school item because we need to respond to things which currently affect the children to help them to make sensible choices and to feel safe.

We aim to state our expectations in a positive way and to praise children for good behaviour. This may be by verbal praise or non-verbal signs (eg a smile) to individual children or by more public praise which reinforces to other children what is acceptable.

Staff may operate their own 'rewards' system for individuals or the class (eg spoken praise, achievement sticker). There are also shared school structures such as sending a child to another member of staff for praise which can help generate self-esteem and reinforce good behaviour or work habits. We also have an Achievers Assembly, and Superstars Assembly also takes place every half-term. The Achievers Assembly is linked to the 'Attitudes to Learning' we are keen to promote in school.

If children repeatedly misbehave, the following procedure is followed :

1. Discussion with a colleague
2. Possible actions to be taken;
  - Remedial strategies in school - short term sanction, being sent to someone else for a reprimand, smiley sticker card for a week to improve behaviour
  - Informal discussion with parents, withdrawal of a privilege for a short time,



- Losing a short time at the beginning of play
- 3. If behaviour shows no improvement :
  - Formal discussion with parents involving teacher or teacher and Headteacher, with a follow-up to report on the child's behaviour.
- 4. The following may also be used. All require communication with parents ;
  - Using links with support agencies
  - 'On report' procedures with a set time limit
  - 'Contract' with the child
  - Exclusion - used very rarely and mainly if a child is endangering other children or shows complete lack of control with staff. Governors would usually be consulted before such steps were taken.
  - Serious difficulties with behaviour will necessitate the child being put on the Special Needs Register with an Individual Behaviour Plan or a Pupil Support Plan.

### **Partnership with Parents**

The staff work alongside parents to encourage children's development. Parent involvement is essential. They can help by drawing attention to times when children are worried by events at home or at school. School incidents should be followed up and talked through with the child/children concerned.

If good relations are built with parents, the rare occasions when they have to be consulted if a child's behaviour is unacceptable can be seen in a supportive framework. It is the school's policy to inform parents if children are disruptive, disrespectful, destructive or a danger to themselves or others. This must be done in a balanced way, deciding whether this is an isolated incident which deserves a quick mention or one of a series of incidents needing a lengthier discussion. It is important that parents do not feel overwhelmed by too many approaches. A short weekly report back can be helpful. It should also be balanced by telling parents about improvements in behaviour as well.

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