

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 one another's views and opinions 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 (eg. 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. 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 let themselves down or have behaved inappropriately and lose some Golden Time, they have to sit out Golden Time, whilst watching the other children playing.

(See Appendix 1 - for further guidance)

We recognise that there will be occasions when there will be problems of behaviour 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 thoughtfulness and consideration for others and the environment. They are concerned about 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 punishment 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 ie. 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.

(See Appendix 1 for further guidance)

Revised & rewritten - agreed by staff - April 2007

Adopted by Governors - May 2007

Revised - Autumn 2010, & 2012

Revised - Autumn 2014