

Hanley St. Luke's Primary School Behaviour Policy February 2014

OUR MISSION

Hanley St. Luke's Primary School recognizes that gospel values and the teachings of the church are central to the life of the school. The school seeks to create a "**Nurturing Environment**" which encourages and reinforces good behaviour where children feel safe and secure and can develop academically, emotionally and socially.

INTRODUCTION

Every Child Matters at Hanley St. Luke's and it is our vision to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children are valued and are given an opportunity to make their own decisions.

Together we hope to lead our children towards a better understanding of themselves and their actions upon others, as well as increasing their confidence and self esteem.

The school believes that its pupils have the right to learn in a nurturing, supportive and safe environment where all children are recognised for their hard work, good manners and good behaviour.

For the purposes of this policy "good behaviour " can be defined as any behaviour where pupils demonstrate that they have good manners, can show respect towards others and have good self-discipline. These behaviours will be encouraged at all times. Classroom rules will be developed at the beginning of each academic year through consultation with the whole class. These classroom rules part of, and in addition to the golden rules will be based around our over-arching approach of children demonstrating good manners, discipline and respect.

AIMS

At Hanley St. Luke's we aim:

- To create an environment which nurtures, encourages and reinforces good behaviour.
- To define and promote acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem and positive relationships.

- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- provide a nurturing and effective learning environment;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

THE NURTURE GROUP (RAINBOW ROOM)

The Rainbow Room is based on the 6 principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important to the development of self esteem.
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children.

Our Nurture Group consists of a small class of up to 12 children, which provides a safe and secure environment where the different developmental needs of each pupil are catered for.

It is staffed by a teacher and 2 learning support assistants. Pupils attend 4 mornings a week with the fifth being for planning, preparation, assessment and working with parents.

The purpose of the Nurture Group is a flexible preventative resource which is responsive to the particular needs of the children attending school. Staff aim to provide a secure and reliable environment where children can learn to use their curiosity, improve their self esteem and develop their confidence as well as accessing the curriculum to the best of their ability.

For further information please see the Rainbow Room Handbook.

COUNSELLING

We recognise that other issues in a child's life may directly affect their behaviour in the classroom. Therefore in addition to the referral to the school counselling service we have a trained councillor who is assigned to working with pupils according to their needs. Our approach allows therapeutic strategies to be used whilst class teachers are kept informed about why pupils may behave in the way in which they do.

'Meet and Greet' sessions every morning are used to provide a personal and positive greeting to set the scene for a day of positive behaviour. Effective communication between staff ensures that some behaviour can be pre-empted.

SPECIAL EDUCATIONAL NEEDS

Pupils who have been identified to have a particular behavioural need will be given appropriate targets and these will then be discussed and shared with the pupil and parents. If a child requires an IEP, then additional support will be given to encourage, promote and model appropriate classroom behaviour and the class teacher will ensure that any IEPs for School Action are reviewed. The SENCO will ensure that the IEPs for School Action Plus are reviewed and any outside agencies are fully involved if necessary.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

RULES AND PROCEDURES

Should be:

- displayed prominently in classrooms
- designed to make clear to the children how they can achieve acceptable standards of behaviour.
- agreed with the children so they fully understand them and are able to take ownership of them.
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than focusing on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Recognition of the following rewards are presented publicly during assembly:-

Good attendance and punctuality lottery draw

- House points Y2-Y6
- Gold Star award winners (Head teacher Award, certificate and badge)
- Sports awards
- Student of the week award
- Writers of the week
- Mathematicians of the week
- Personal awards achieved by the child out of school

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is very powerful.

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 future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

EXCLUSIONS

Sanctions range from expressions of disapproval, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Access to Learning Team may be necessary. This possibility should be discussed with the Head teacher.

WHOLE SCHOOL BEHAVIOUR SYSTEM

We developed a system in September 2009 in consultation with staff, children and parents. The system recognises the good behaviour of children and rewards them for following the school rules. The system is consistent throughout the school from Nursery to Year 6 and is also used in the Nurture Group, at lunch times and on residential visits.

Our school follows the sun, rainbow, stars and clouds system and all classes have the system on display in their classrooms. The system is also displayed in additional teaching spaces and the ICT suite.

Moving up the chart

All children will begin each new day on the sun and will move up on the chart to the rainbow, then the silver star for good behaviour. This could include:

- consistent good behaviour
- good attitude
- as excellent piece of work
- consistent good manners
- helping another pupil or adult
- asking and answering lots of questions
- respect

If a child demonstrates exceptional behaviour during the day then they could be moved onto the gold star. The teacher records at the end of the day those children who have got onto the gold. Instant gold stars may be awarded if behaviour is exceptional.

When a child has been on the gold star three times, then the teacher will present the child with a certificate and the appropriate reward.

When a child has been on the gold star six times, then they will be sent to the Head teacher who will send a letter home in the post to parents. When a child has had their name on the gold star 6 times then the Head teacher will read their names out in assembly and present them with a certificate and star badge.

A record of children in the gold star book will continue throughout the year and they will be rewarded accordingly, as they achieve more gold stars. Rewards include pencils, pencil cases, bookmarks leading to special prizes at the end of the year for children on Gold Star 21 times or more.

Moving down the chart

However, if a child breaks a school rule then they will be given a warning. If a child continues to misbehave after having a warning then he/she will move down from the sunshine to the white cloud. If a child has a further warning and continues to break the school rules then he/she will be placed on the grey cloud. If this continues further he/she will be placed on the black cloud and asked to complete a thinking sheet during a lunchtime detention. (The same day if black clouded in the morning, the next day for afternoon black cloud).

The child will be asked during detention to think about what they have done, the rule that they have broken and what they can do to put it right. If the child completes this sheet they may be asked to write a letter to the class teacher apologising for their behaviour.

If a black cloud is received in the morning, the child will move their name back to the sun after lunch, if they have attended detention, so they can have a new start. If a black cloud is received in the afternoon session the child will have to attend detention the next day. Detention sessions are supervised by a member of staff. Timetables are displayed in all classes and in the ICT Suite.

If a child has been on the black cloud three times then they will be sent to the Head teacher with the black cloud book (which contains the dates and reasons for being on the black cloud). The Head teacher will then speak to the child, a letter will be sent home to parents to explain that their child needs to modify his/her behaviour and if he/she is on the black cloud a further three times then they will be invited into school to discuss the next steps.

However, in exceptional circumstances any serious one off incidents will be dealt with on the day and parents may be called.

A child should always be given a warning before he/she is moved down the chart, however the SLT agreed that if a child is:

1. Involved in a serious fight
2. Heard by an adult swearing
3. Rude to a member of staff
4. Insolent
5. Defiant
6. Aggressive
7. Demonstrating a lack of respect
8. Racist

they will be instantly moved down to the bottom of the chart. (Black Cloud).

*See Bullying policy for incidents of suspected bullying.

TREATS

- It was agreed that for those children who had not been on the black cloud six times at the end of the half term then they would have an end of term treat. If any children had been on the black cloud six times then their parents would have been invited into school and they would miss out on the treat.
- *Any pupil who receives a fixed term exclusion as a result of bad behaviour will automatically miss the end of half term treat.*

Each half term is a new start and the previous number of black clouds will not be taken into account. However, if a child is in a missed treat detention and misbehaves, the detention sanction will be carried on to the next day, even if this is after the half-term holiday.

LUNCHTIME SUPERVISORS

We have developed a whole school approach to behaviour that includes all of the school community including the lunchtime supervisors. As a school we understand the vital role that they play in consistency of approach and positive reinforcement. The following system is now in place.

- Supervisors write down the names of any children that have been particularly well behaved, as well as the names of any children who have not behaved well. The supervisors will draw a smiley face next to the children who have behaved and a sad face next to those children who have not followed the dinnertime rules and a brief note why. The teacher will then decide to move a child's name up or down depending on the face recorded in the book. In this way staff and supervisors are working together.

HOMEWORK –Due in on a Wednesday

If a child forgets their homework on a Wednesday they will miss their playtime on that day. If the child forgets their homework on the Thursday they will again miss their playtime and a text will be sent to the parents. If the homework does not arrive by Friday then the office would contact parents asking them to make an appointment to see the Head Teacher or to speak to our Home School Link worker.

Any extension for homework is only given in the event that there is a genuine reason for lateness. The extension is not to be used by the pupils as a guaranteed extra day. Teachers will, at their own discretion, allow or refuse an extension to homework.

P.E KIT

If a child forgets their P.E kit, they will be given a warning and they will be expected to bring it in for the next lesson. If the child does not bring their kit for the next lesson then they miss their playtime and a text is sent to the parents. If their P.E kit does not arrive by the third P.E lesson then the office would contact parents asking them to make an appointment to see the Head Teacher or to speak to our Home School Link worker.

Any child who has forgotten their PE kit will be expected to write lines as their punishment.

BULLYING (See separate anti-bullying policy)

This issue is discussed at opportune moments in Circle Time, and thus children's feelings are aired and reinforced.

Any instance of bullying is taken seriously, investigated with care and reported to the Senior Leadership Team. The child will be warned in the first instance, but if the bullying is repeated, sanctions used for serious offences will come into force. Bullying includes any behaviour which is intimidatory, not just physical abuse.

COMMUNICATION AND PARTNERSHIP WITH PARENTS

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

AS A SCHOOL WE WILL:

- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the school policy and its degree of success.
- The school staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- Reward positive behaviour in all children.

Policy Reviewed February 2014