

BEHAVIOUR POLICY



Introduction

At Hollymount School we aspire to standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We have high expectations for good behaviour throughout the school and at all times during the school day, both within and outside the classroom.

We are a caring and inclusive school and aim for every member of our school community to feel valued and respected. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way.

Aims

- To create a positive environment, which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-respect, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the partnership between home and school through 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. In line with the school's Code of Conduct, adults working in the school aim to:

- 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;
- provide a caring and effective learning environment;
- 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.

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, be understood by the children, and are 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.

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 teacher 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. Materials and resources should be arranged to aid accessibility. 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 and rewards should be used to encourage good behaviour as well as good work. Teachers should also use their knowledge of children's specific needs when assessing challenging behaviour, directing reward and sanction with appropriate consideration and understanding.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

The whole school will use the set of rules agreed by pupils and drawn up by the School Council. These rules are kept to a necessary minimum and are positively stated, telling the children what to do rather than what not to do.

- ***We will make good choices***
- ***We will look after each other and the equipment in our school***
- ***We will be good friends (FS/KS1)***
- ***We will listen to and respect each other (KS2)***
- ***We will do what we are asked the first time***
- ***We will keep our hands and feet to ourselves***

At the beginning of the academic year, each class will refer to the school rules, inviting discussion, understanding and agreement of their underlying principles. They will be displayed throughout the school environment, including classrooms, corridors, hall and the playground. In addition, classes in Upper KS2 will be invited to sign a Class contract which will be displayed throughout the year, giving them a chance to discuss and understand the relationship between rights and responsibilities and how this might impact them whilst at school. These will be linked to British values such as democracy, rule of law and mutual respect.

Foundation

Whilst the whole School rules above are displayed in Foundation classrooms, they have developed and use a more age-appropriate system of reward and sanction than the 'Ladder' discussed below. This seeks to reward good behaviour as well as ensuring that any challenging behaviour is similarly referenced on the reward system used.

Pupil Assistants

In line with the introduction of Pupil Assistants in Year 6, these pupils will be encouraged to refer to the School Rules and procedures when monitoring and supporting children throughout the school. They should seek to positively reinforce good behaviour, referring to the rules. They should also see themselves as role-models to the younger years and therefore seek to provide a suitable behavioural model through their own actions. When dealing with poor behaviour, they should remind children of the School's expectations and refer any examples to staff. Examples of good behaviour can also be nominated by Pupil Assistants and appropriate rewards such as house-points and certificates will consequently be awarded if appropriate.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest 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 good behaviour is rewarded by house points in class.

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.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied and to whom.
- It should be timely i.e. as close in time to the incident as possible.
- 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.

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. If a child does not conform to the school rules there is a ladder of sanctions that will be applied to remind the child of our expectations.

Ladder of sanctions:

1. Non-verbal warning (raised eyebrow, facial expressions etc)
2. First verbal warning
3. Play time missed – children to sit outside staffroom(record of occurrences to be kept by class teacher)
4. Remove child to work in a ‘buddy’ class.
5. Sent to Deputy Head or member of Senior Leadership Team
6. Sent to Headteacher – incident recorded in “Red Book” and letter sent home to inform parents, to be signed and returned the next day. Child then on home-school behaviour report for a period of time to be agreed. Repeated incidents might result in a short-term internal exclusion within school if appropriate.

In addition, the following incidents will warrant an automatic “red card”:

- Refusal to do as asked by an adult
- Swearing
- Racist remarks or religious intolerance
- Intended physical injury to another child

In the last resort, a fixed term or permanent exclusion will be used as the ultimate sanctions after a range of other measures have been tried to improve a pupil’s behaviour. DFE guidance states that decision (by the Headteacher) to exclude a pupil permanently should be taken only:

- In response to serious breaches of the school’s behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of 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 Headteacher so that strategies can be discussed and agreed before more formal steps are required. 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. 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.

Also refer: Anti-Bullying Policy
 Home-School Agreement
 (copies available from office or refer to school website)

Revised by Irene Lindsay, Assistant Headteacher , with members of the School Council, teaching staff and representatives of the parent body.

Agreed by the Personnel, Pupils and Community Committee of the Governing Body.

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