



Positive Behaviour Procedures and Guidelines

Ethos

The culture at Hayeswood First School is that of a caring family community where children are encouraged to care for others and for their environment. We aim to provide a broad and exciting curriculum that inspires children to learn and work collaboratively and cooperatively with others. Our school charters set out codes of expected behaviour in all areas of school life and were designed in consultation with the children. In addition, children are encouraged to develop self-understanding, tolerance, respect for themselves and others and a growing level of responsibility and self-discipline.

VALUES

We believe that, by emphasising positive behaviour, having clearly defined expectations (illustrated through our charters), a relevant curriculum and good relationships, we will usually attain a well-managed, orderly environment in which children will react in a positive, caring way. We encourage appropriate behaviour by:

- setting high standards and explaining and demonstrating the behaviour we wish to see
- the implementation of a clear, consistent and fair system of behaviour management
- the development of charters compiled in consultation with the children
- developing a culture of mutual respect between children and adults
- giving children opportunities for responsibility and independence
- recognising and highlighting good behaviour as it occurs
- the use of praise and a system of rewards
- ensuring that **all** children are praised over time and understand that each day is a new start
- ensuring that criticism is constructive and followed up with encouragement
- the use of our PSHE / Citizenship programmes addressed mainly through the Jigsaw scheme.

IMPLEMENTATION & GUIDELINES

Every child at Hayeswood First School has the right to enjoy learning, free from intimidation, both in school and in the surrounding community. It should be understood by all, that certain types of behaviour are totally unacceptable in our school.

The aims and ethos of our school are promoted through clear codes of conduct which children, parents and staff understand and support. We have School Charters which were written in consultation with the children and are regularly discussed and referred to. Our charters are linked to the United Nations Rights of the Child and the Rights Respecting School Award which have been explained to and discussed with the children.

Our class charters are:

- reviewed by each class at least annually in September
- on display in each classroom
- a visual reminder of the expectations of behaviour.

Our whole school charter: was written by the adults and children and is displayed in our hall.

Our playground charter: was written following discussions with the children about how they feel in the playground, the kinds of behaviour that make them uncomfortable and agreeing the behaviours that are desirable. It is displayed in a prominent place in the playground and used by adults on duty to support positive behaviour

Our lunchtime charter: is displayed in the hall, where lunch is eaten and is a reminder of what we feel constitutes good and appropriate table manners.

Our ICT charter: is displayed in the ICT Suite and reminds the children how to handle and care for the equipment. It also links with our e-safety policy and safe use of the internet.

Rewards and sanctions are also discussed fully with the children to ensure that they understand the reasons for them.

Behaviour management in our school is supported by a common system which is displayed in all classrooms. This system is clear and understood by the children and relies on them making appropriate choices in the behaviour they display. The aim is to give them the chance to get back on the right track by a clear, consistent and stepped approach. Each day is a fresh start.

Our Behaviour Management System

	<p>At the start of each day, everyone's name will be on the Sunshine.</p> <p>A child who is not behaving in a responsible way will be given a verbal reminder.</p>
	<p>If the inappropriate behaviour continues, they will be told to move their name to the cloud.</p> <p>They will also have 3 minutes of time-out in the classroom.</p>
	<p>Next time they display inappropriate behaviour they will have to move their name to the black cloud.</p> <p>This means they miss:</p> <ul style="list-style-type: none"> • 5 minutes playtime the same day – sitting outside the staffroom. • 5 minutes of Golden Time that week
<p>Next:</p>	<p>If a child's name is on the black cloud and they misbehave again, they will go to Mrs Gerrett. Then they will:</p> <ul style="list-style-type: none"> • Sit quietly and if appropriate continue with the activity until the end of the lesson. • Discuss their behaviour with Mrs Gerrett • Details of the behaviour will be recorded on My Concern <p>If Mrs Gerrett is not in school, they will be sent to another classroom.</p> <p>They will then move their name back to the grey cloud.</p>
	<p>If anyone is sent to Mrs Gerrett's office 3 times in a week, she will phone their parents.</p> <p>If anyone behaves in a way that is dangerous or they physically hurt another person, their parents will be phoned the same day and their name will instantly be moved to the black cloud.</p>

Playtimes / Lunchtimes	Children who misbehave in the playground or during lunch, will be warned about their behaviour. If they misbehave again, they will spend 3 minutes standing by an adult and missing play. They will move their name when they go back to their classroom at the end of playtime.
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Encouraging good behaviour (Reward Systems)

We believe that praise and reward are much more effective than sanctions and punishment and encourage children to make appropriate choices in how they behave. We have a variety of ways of praising and rewarding children. When good behaviour is rewarded, it is important that children are clear about exactly what it is they have done that is being rewarded. Currently, our rewards include:

Individual rewards (Day to day)

These are used as soon after the event as possible. They need to be used frequently but only with real justification which is made clear to the child.

- Verbal praise in front of peers (all classes)
- Positive comments on children's work (all classes)
- Smiley faces, stars and stickers (all classes)
 - Dojo points (KS2)
- Good Listening, Kindness & Good Learner Medals (Reception)
- Work shown to Headteacher for special praise and Headteacher Awards (all classes). The child's name card is displayed on the Headteacher Award board outside the head's office until the next celebration assembly. After 3 awards a letter is sent home to parents
- Positive comments to parents (all classes)
- House Points These may be awarded by any adults in the school for acts of kindness, friendship, thoughtfulness, politeness etc but are not always linked to academic achievement.

Individual rewards (Weekly)

- Star of the Week This is awarded for kindness, helpfulness or excellence or extra effort in learning tasks throughout the week.

Golden Time

Children whose behaviour has been of a good standard throughout the week also have the opportunity to enjoy Golden Time for the last part of Friday afternoon. Appropriate activities are decided by the teachers, and the children are able to select their chosen activity at the beginning of each week. The activities are varied throughout the year in response to the requests / interests of the children.

Class rewards

Some sort of cumulative, visual reward may be given when the whole class works successfully on something or behaves well. When these are completed the class earns a reward which they can select (e.g an extra 10 minutes playtime, parachute games, a short video, free choice with construction toys for 10 minutes, etc). These rewards can be taken as part of Circle Time /PSHE or at the end of PE etc. as appropriate.

Dealing with unacceptable behaviour (Sanctions)

Although we adopt a positive approach, we realise that there will be occasions

when behaviour is less than perfect, and we believe it is important to have a consistent policy for dealing with misdemeanours. We aim to praise good behaviour as it happens so children gain attention for behaving appropriately, and give far more praise than criticism. We tactically ignore poor behaviour if possible, particularly if it is attention seeking behaviour, and try to praise another child displaying the required behaviour.

When dealing with poor behaviour, we are all aware that it is important to label and correct /criticise the behaviour **not** the child.

Unacceptable behaviour might include:

- Hurting or disturbing others
- Rudeness, name-calling or swearing
- Not listening to and following instructions
- Any behaviour which might result in someone being hurt.

We discourage the punishment of a whole group of children.

Minor misdemeanours

Minor misdemeanours will be dealt with by the adult responsible for the child at the time.

All adults in the school will follow the Sunshine and Cloud system for behaviour management.

If poor behaviour has affected the quality or amount of work done in a lesson, a child may be kept in to complete the task during break time.

If a child is kept in, they will be supervised by the class teacher or TA in the classroom.

At no time must a child be left unsupervised

If a child's behaviour is regularly affecting their learning, the class teacher should inform the parents.

Major misdemeanours

Major misdemeanours include violence, bullying or any type of harassment. Depending on the extent, they may also include vandalism, bad language, refusal to comply with instructions given by an adult or rudeness. Any minor misdemeanours may become major simply by the frequency with which they occur.

It is recognised that a few children will need a very specific programme to support the development of appropriate behaviour. A record of the child's behaviour will have been kept and in consultation with the SENCo/Headteacher, the child may then be placed on the SEN register. The parents will be fully informed and small achievable targets will be set and recorded on an IEP. *(see section below - Strategies for supporting children with EBSD on the SEN register.)*

Incidents of violence, bullying and any form of harassment (racial, sexual, etc.) will be reported to the Headteacher immediately, and recorded on My Concern and dealt with accordingly. Vandalism, bad language and rudeness must always be firmly discouraged and reported to the Headteacher.

Any child experiencing or witnessing any of these types of behaviour is encouraged to talk to an adult for help in resolving such problems.

In some cases it may be appropriate to discuss a child's behaviour with the Educational Psychologist and / or the Behaviour Support Service. If

considered appropriate, a behaviour monitoring chart will be set up. Targets and rewards will be agreed with the child and discussed with the parents.

In extreme cases, it may be necessary to temporarily exclude a child from school. This will be done by the headteacher in consultation with the behaviour support service. The Trust and the governors will be informed. In some cases exclusion for short periods of time gives the child a cooling off period and allows for a fresh start. Return to school may be full or part time after the exclusion period.

Strategies for the classroom

The following is a list of suggested activities and strategies to promote a culture of positive behaviour in school

- Expectations for good behaviour made clear to the children and reinforced consistently
- Rules and routines established and maintained
- An appropriate level of 'working noise' established and maintained in the classroom
- Positive environment (e.g. tidy, well-organised, attractive classroom, wall displays) within which the children are encouraged to be as independent as possible.
- Ensure that teaching assistants are respected by the children and that they use the behaviour monitoring system.
- Children should line up quietly in an orderly way and be supervised by an adult when moving from one place to another within school.
- When sitting on the floor, each child should have their own space and be able to see the adult. They should sit on their bottoms with legs crossed.
- The level of talk should always be appropriate to the task and environment, and children should be reminded of this when necessary.
- The teacher should be aware of all children and what they are doing at all times.
- Have agreed systems for children who need to use the toilet (e.g. bands / cards that the children collect when they are going to the toilet)
- Have particular regard to health and safety issues at all times e.g. correct use of scissors and pencils, sitting correctly on a chair etc. and making the children aware of possible dangers in the classroom.
- Resources are appropriate, enough for the task and easily accessible.
- The teacher never leaves children unsupervised for any reason. If help is required, a red HELP card is sent with a reliable child to the office or a neighbouring classroom.

LUNCHTIME SUPERVISION

Children are expected to demonstrate the same high standards of behaviour at lunchtime as they do during the rest of the day.

Praise and rewards

Stickers are given on a daily basis by lunchtime supervisors to children showing particularly good behaviour whilst eating lunch.

At the end of each term the 2 children (one boy and one girl) with the most

points are given certificates and a small prize. The 2 'Runners-Up' are given certificates.

At the end of each term, each Lunchtime Supervisor selects one child from their class who has behaved particularly well throughout the term, both in the hall and on the playground. Lunchtime certificates are then awarded to these children.

The Headteacher meets with the Senior Lunchtime Supervisor on a weekly basis to discuss any issues relating to lunchtime supervision and arrangements. This also includes sharing strategies being used with any particular child. Meetings are held with all lunchtime supervisors each term and notes are shared through the use of the behaviour books. Close relationships are built up between a named 'dinner lady' and a particular class, allowing the class teachers to alert the lunchtime staff to any child whose behaviour is giving cause for concern.

HAYESWOOD FIRST SCHOOL

POLICY FOR ACTION ON BULLYING

At Hayeswood we are committed to creating a happy, caring environment where children feel, and are, safe and secure. We aim to forge good relationships between all members of our school community and work together to fulfil our school Aims and Mission statement.

However we recognise that the potential for bullying is present in any community and that when it occurs it must be acknowledged and responded to immediately.

We consider bullying behaviour to occur when one person or a group of people deliberately and persistently try to hurt or frighten someone else. The behaviour can be verbal, physical, silent/ignoring behaviour or just a look. It may have racial or sexual connotations. It usually happens over time. Bullying can be subtle and indirect and may need the support of staff, parents and friends to identify and report.

If two children of equal power or strength have the occasional quarrel, we do not consider this to be bullying. Nevertheless, the behaviour is not condoned and our normal behaviour policy is implemented.

Staff, parents and children are encouraged to report any incidents of 'unhappiness' and bullying to the Headteacher as soon as possible. Everyone is responsible for preventing occurrences of bullying and for helping to resolve incidents quickly and effectively.

Strategies to prevent bullying

We recognise that prevention is better than cure and we use the following strategies to help prevent bullying from taking place:

- Reflect in thoughtful ways on different types of behaviour in assemblies.
- Discuss bullying in PSHE / assemblies and use role play, games and story to allow children to experience feelings of empathy, responsibility and understanding.
- Raise children's self-esteem, confidence and independence through praise, reward systems, PSHE etc.
- Develop roles and responsibilities within class for all children.
- Develop whole school responsibilities for Year 4 children which are changed on a termly basis.
- Ensure children are supervised appropriately at all times, particularly on the playground. Keep sight-lines open and be aware of any 'danger zones' and visit them regularly
- Regularly review our opportunities for different types of play at playtimes particularly through discussion with the School Council.
- Develop a close working relationship with parents

Monitoring awareness

As a school we will not tolerate bullying.

- All staff will be watchful for incidents of bullying in the classroom, on the playground and at lunchtimes

- As a staff we are alert to possible signs of bullying, e.g:
 - unwillingness to come to school
 - withdrawn, isolated behaviour
 - complaining about missing possessions
 - refusal to talk about the problem
 - being easily distressed
 - work deteriorates / damaged or incomplete work

Staff use their knowledge of the children to identify changes in their behaviour that might indicate bullying. The Headteacher is informed and investigations are carried out, other staff are consulted and rigorous vigilance is maintained.

When bullying occurs

With young children it will often be the parents of the victim who report a bullying incident. We take a caring approach by listening to both the victim and the bully. We believe that there is usually a reason why people bully and that young children need to be given an opportunity to express the reason why. Both the victim and bully need support and to understand each other's feelings so that a long term solution can be found which does not rebound on the victim.

We listen at length to the victim showing patience and understanding. The victim will often need reassurance that it is good and right to tell on a bully. The victim also needs to know that adults will help to sort the problem out and will not allow bullying to continue.

Equally the bully must know that the adults will persist until the bullying ceases. The adults will be there to help them learn to behave in a caring and socially acceptable way but will not tolerate any form of bullying.

Procedures to be followed when bullying occurs

All minor incidents of a child / children being unkind to another / others should be reported to the class teacher so that they are aware of the incident and can therefore monitor any further incidents. Such incidents will be entered in the class file.

The head teacher should be informed and if further incidents occur and behaviour becomes recognised as bullying, the headteacher will become involved and will record the incident in the Behaviour Log.

- The victim will be given immediate support, reassurance and protection
- Initial meetings will be held with the victim and bullies within 24 hours of the incident being reported to the head teacher – on the same day when possible.
- Written reports will be taken from the victim, bully/bullies, witnesses and adults involved, in that order and individually.
- The victim, bully / bullies and teacher / Headteacher discuss the situation together so that the bully / bullies understand how the victim is feeling, have an opportunity to apologise and all can agree strategies / behaviours / sanctions to be implemented.
 - the bully will help to find a solution and be encouraged to feel empathy with the victim, regret and remorse. This may be approached by an ELSA.
 - the behaviour, not the person, will be challenged.

- clear sanctions will be applied calmly with an explanation of why they are being used
- A follow-up timeframe is agreed so that all the children know that the situation will be monitored.
- If parents are already involved, the teacher / Head teacher reports back.
- Otherwise the Head teacher decides whether to involve the parents at this stage. It is common to do so early on but depends on the severity of the bullying.

Monitoring the situation

The victim and bully must be made aware that action is being taken to help resolve the situation and will continue through regular checking until everyone is happy that the situation is under control.

All staff (including lunchtime supervisors) are made aware of the situation and asked to identify exactly what happens. The information is then reported back to the Head teacher.

All information is discussed with staff and parents so that a positive and satisfactory solution can be found.

Changing behaviour

Strategies are used to help the bully as well as the victim. The bully needs help in controlling his/her behaviour, in responding to situations in a socially acceptable manner and in recognising that adults are available to provide support in other ways, e.g. using star/sticker charts for good behaviour, parents checking each day to reinforce positive behaviour. ELSA time or 1:1 or group S.E.A.L may be deemed appropriate but each case will be handled individually. The victim may need help in developing friendships, and/or building self-esteem and confidence.

Additional help

The LA Behaviour Support Service may be contacted to provide additional help in dealing with incidents of bullying.

Many of the procedures are similar to those outlined in our Positive Behaviour policy.

6.1.03

April 2006 – minor modifications

September 2012

Annually - in September

