



## Heath Fields Primary School

### Behaviour Policy

This policy sets out the expectations of behaviour at Heath Fields Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

#### Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To encourage the involvement of both home and school in the implementation of this policy.

#### The Role of School Staff

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, parents, visitors to the school and with each other. Their example has an important influence on the children.

As adults we should 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.

All school employees, whatever their role, are responsible for dealing with incidents in and around school. If in doubt they can refer to the senior management team, SENCO or the headteacher.

## **The Role of the Headteacher**

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious incidents the head teacher may permanently exclude a child.

## **The Role of Parents and Guardians**

The school works collaboratively with parents and guardians, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and guardians immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child it is essential that parents and guardians should support the actions of the school. If parents and guardians have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of Governors**

The governing body has the responsibility of approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The Governors should follow the normal grievance procedure in cases of complaint.

## **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 promote engagement and positive contributions from pupils toward their own learning.

All 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.

### **Behaviour Management**

At the start of each new academic year, each class will develop their own class rules that each member of the class is expected to follow. These rules are then sent home to parents and guardians, so that parents and guardians have an understanding of how their child is expected to behave and the rewards and consequences linked to behaviour.

In all class rooms:

- Class rules should be displayed and referred to
- Positive language should be used
- Praise should be used to highlight success
- Rewards and sanctions should be applied consistently and fairly
- The learning environment should be organized in an appropriate way

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures are designed to make clear to the children how they can achieve high standards of behaviour.

### **Rewards**

The reward system at Heath Fields is based on recognizing children's behaviour that follows the school rules of being calm, kind, polite, safe and respectful:

#### **CALM**

- I try to do my best and understand I don't always get it right first time.
- I don't react to the words or actions of others and tell an adult straight away.
- I am aware of others and considerate towards them when I work or play.
- I line up with my class in a quiet and calm way.

### **KIND**

- I share learning resources and play equipment with others.
- I look after the school by keeping it tidy and pick up coats, bags and books off the floor.
- I will treat others in the way I expect to be treated.
- I will work as part of a team, helping the other members of my team.

### **POLITE**

- I say please, thank you and excuse me.
- I listen carefully in class, assembly and to all adults.
- I hold the door open for others.
- I greet visitors to school and show appreciation to guests in class or assembly.

### **RESPECTFUL**

- I follow the instructions given to me by any adult in school.
- I will try to the best of my ability.
- I wear the correct uniform and bring the right equipment to school like P.E. kit.
- I know what my reading, writing and maths targets are.
- I complete my homework and return it on time.
- I read at home and get an adult to sign my reading record.

### **SAFE**

- I follow the school and class rules.
- I move around the school and playground with care, being aware of others.
- I eat my lunch carefully, putting my lunch things away when I have finished.
- I will tell an adult in school if I am worried or concerned about anything.

In recognition of their positive behaviour, groups or individual children are rewarded with:

- Merit awards which are presented in the weekly achievement assembly

- Certificates for good attendance awarded to classes in the weekly achievement assembly
- A Whole class reward, an activity of the children's choice, for achieving 100 class points

Our main way of rewarding children is by the awarding of 'bee stickers' which lead to the awarding of badges.

- ✓ Each child will have an individual card that they will use to collect 'bee' stickers on. Bee stickers will be awarded by any adult in school when they see any child behaving in the expected way by: being calm, being kind, being polite, being safe and being respectful.
- ✓ **Level one** (Bronze) – children need to collect 100 stickers to achieve level one.
- ✓ 25 stickers = bronze note home recognizing positive behaviour
- ✓ 50 stickers = bronze certificate presented in assembly recognizing positive behaviour
- ✓ 75 stickers = bronze note home recognizing positive behaviour and eligible to sit on the golden table
- ✓ 100 stickers = parents invited into assembly to see their child receive a certificate and bronze badge for completing level one and becoming a 'bronze badge holder'

### **Badge holders**

Badge holders will be rewarded with a treat afternoon towards the end of each term. Treats for badge holders could be a DVD and pop corn afternoon or a tea party or an ipad afternoon. A new badge in that term has to be earned in order to be eligible for badge holder treats.

- ✓ **Level two** (Silver) – As level one, but notes home and certificates will be silver.
- ✓ Silver badges awarded for collecting 100 stickers and eligible for badge holder treat.
- ✓ **Level three** (Gold) - As level one and two, but notes home and certificates will be gold.
- ✓ Gold badges awarded for collecting 100 stickers and eligible for badge holder treat.

- ✓ **Level Four** (Heath Fields Hero) – As level one, two and three, but notes home and certificates will be Heath Fields Hero themed.
- ✓ On collecting 100 stickers at this level, Heath Fields Hero status earned in recognition of consistently good behaviour. Heath Fields Hero jumper awarded and Heath Fields Hero's trusted to take on responsibility such as: ringing the bell, collecting registers, keeping book shelves tidy, showing visitors around school, answering the phone at lunch times.
- ✓ At the start of each academic year children entering a new key stage will start at level one. Children not moving key stage will have to repeat the level they finished on in the previous academic year, to show they are still behaving in a positive way.

## Sanctions

The approach to behaviour management is one of recognizing and rewarding the positives which the vast majority of our children display on a daily basis. However, it may be necessary to remind or to support an individual with their behaviour and the following approach is used at Heath Fields.

When a child displays behaviour that is not in line with the schools expectation (refer to school and class rules) then the following steps to be followed.

**Step one** – A verbal warning is given to the child.

**Step two** – Child's name is put onto the 'sad side' and instant loss of 5 minutes break.

**Step three** – x put against child's name indicating loss of break or 15 minutes of lunch break.

**Step four** – Child sent to another class, via the headteacher or senior member of staff. Yellow card sent home informing parents and accompanied by a text message.

If incidents happen during the afternoon, then the sanction is carried over to the next day. *Children will be given the opportunity, during the afternoon to meet the teacher's expectations and so have any sanctions removed for the following day.*

## Lunch time

If a midday supervisor reports that a child has not behaved in the expected way at lunch time, then the child's name is put onto the 'sad side' resulting, in the first instance, 5 minutes loss of lunch time the following day, which cannot be earned back.

## **Monitoring**

The headteacher and senior school staff monitor the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and self evaluation judgments on the behaviour and safety of pupils at Heath Fields Primary School. The school keeps a record of incidents of behaviour concerns and these records are reviewed on a termly basis .

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