



Castle Hills Primary School

BEHAVIOUR POLICY

**Reviewed
April 2016**

Castle Hills Primary School.
Behaviour Policy.

This policy was written following a process of consultation with all staff, children and Governors.

1. School aims and objectives.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy. We work to the principles of a restorative ethos. This behaviour policy is designed to support the way in which all members of the school can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure.

2. Principles: Why we need good behaviour.

To improve life chances through:

- Keeping the school community safe and secure;
- Fostering mutual respect and understanding;
- Developing good social skills;
- Promoting emotional well being;
- Developing increased self esteem;
- Giving consistency and structure;
- Creating a relaxed and enjoyable climate
- Enabling effective learning and teaching and raising standards.

3. Teaching and Learning.

3.1 Promoting positive behaviour in the classroom.

Effective teaching can help to support the promotion of positive behaviour. By effective teaching we mean that lessons are well planned, differentiated for ability and learning styles, use activities that are engaging and challenging, include assessment for learning opportunities and are delivered with pace and enthusiasm. Teaching methods should encourage interest and active participation for all, within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Generous use of praise should be used to encourage good behaviour as well as good work by focussing on positive examples. Wherever possible, transgressions should be dealt with discreetly to maintain the focus on positive behaviour in school. Classroom strategies are based around whole school agreement with each community negotiating their own variations. Assertive teaching styles and good relationships are essential in establishing a positive ethos in the classroom, teachers need to be consistent and respectful in their interactions. Scanning,

anticipating and intercepting positively can prevent disruption. When actions have caused harm and consequences have been applied it is important that the teacher quickly repairs and rebuilds relationships.

3.2 Classroom management and environment

Classroom management and teaching methods influence 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 students, strategies for encouraging good behaviour, layout 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. Quality materials and resources should be accessible thus reducing uncertainty and avoiding disruption. Displays should develop self esteem and raise aspirations through demonstrating the value of every individual's contribution.

4. Golden Rules and Golden Time.



Expectations for behaviour are made explicit through 'Golden Rules' which are displayed in pictures and texts around school. These rules are referred to at all times to maintain consistency and embed understanding. Children earn 'Golden Time' by following these rules.

- Children sign up on Mondays for their chosen activity.
- Children earn their 'Golden Time' ticks throughout the week for following the 'Golden Rules'.
- Quality negotiated activities take place for 30 minutes on Friday afternoon.
- Children have the opportunity to earn back some of their lost 'Golden Time'.
- Staffs aim to 'catch children being good' and reward with praise.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. This will:

- Raise self-esteem
- Create a supportive culture
- Enable children to appreciate their strengths
- Enable children to recognise the success of others

Rewards used include:

- weekly 'Golden time'
- verbal praise
- adult/peer acknowledgements
- stickers/stars/stamps
- class rewards
- weekly 'Star of the Week' certificates
- letters home from head
- team points
- sent to another teacher with work/Head teacher
- lunchtime raffle tickets and prizes
- written comments on work
- extra privileges
- displays in class
- achievement assembly
- termly 'Golden Treat' for children who have not lost any 'Golden Time'.
- end of year 'Golden Trip' for children who have not lost any 'Golden Time' during the whole year.

5. Sanctions.

If a pupil fails to follow the 'Golden Rules' the following options can be used

- verbal reminder to the pupil of the 'Golden Rule' that they have broken
- reiteration of the rule and the pupil warned of the consequence
- 'Golden Time' tick not earned
- structured ignore
- miss 5/10 minutes of break supervised by class teacher
- restorative intervention
- speak to parents to inform them
- inviting parents in to support their child and share strategies
- missing treats such as school trips
- time out in another classroom with appropriate work

Very rarely:

- short term exclusion for a fixed period
- permanent exclusion

An exclusion is seen as a last resort after all other attempts to modify behaviour by restorative intervention, and adjustments within the organisation to meet the needs of the child, have failed. These could include:

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- Working in partnership with parents
- Further personalising curriculum
- Addressing basic needs to support inclusion - food, clothing, nurturing
- Staff peer support for innovation and adaptation of strategies
- Seeking support and advice from partner agencies
- Intervention from pastoral worker
- Peer support and empathy
- Developing a bank of coping strategies using circles

If the Headteacher decides to exclude a child, to secure the well being and entitlement of other children and staff in school, this will be carried out in accordance with Local Authority guidelines.

6. Monitoring.

A record of earned 'Golden Time' is kept by the class teacher. 'Golden Time' is lost in 5 minute increments in order to encourage children to keep trying and to turn their behaviour around, no more than 5 minutes can be lost in any 1 agreed session. Children are encouraged to work to earn some 'Golden Time' back. Any children who earn all of their 'Golden Time' every week will take part in an extra treat at the end of each term. This treat is planned and organised in year group teams. Any children who earn all of their 'Golden Time' all year will be rewarded by a 'Golden Trip' at the end of the year.

Behaviour that causes concern is recorded and shared appropriately.

7. Roles and responsibilities of all staff.

- To listen
- To lead by example, e.g. treating children with respect.
- To deal with any behaviour issues in a calm and controlled manner.
- To be consistent in dealing with pupils.
- To promote the aims and values of the restorative ethos of school.
- To have high expectations of pupils behaviour.
- To promote high expectations of behaviour within the community.
- To meet the educational, social and behavioural needs of pupils.

Restorative Approaches

Castle Hill's focus on teaching and learning is underpinned by a behaviour policy which creates a respectful and positive atmosphere throughout the school, maximising the potential for learning.

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

The process is based on 5 key questions:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?

In the Castle Hills community, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. Restorative processes do not shy away from applying sanctions, such as loss of privileges, but focus on the need to take responsibility for finding a constructive way forward for all concerned.

The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

The behaviour policy is supported by reward systems which are valued by the pupils and celebrated in weekly and termly assemblies.

These measures combine to ensure that Castle Hills can work towards a non exclusion policy.

What pupils say:

"I know how to behave now. It's easy to be good at Castle Hills. Teachers help us when we make mistakes"

"I make mistakes but I know how to put them right."

"I don't want to let my friends and teachers down by behaving badly."

"I am always good - I like to keep my ticks for Golden Time"

"I used to hate school, but now I like coming to school"