

HOTSPUR PRIMARY SCHOOL BEHAVIOUR POLICY



Vision Statement

Equality with quality, creativity with rigour and entitlement with diversity.

Rationale

At Hotspur we strive to create an environment in which all children feel safe and happy, enabling them to learn and achieve in all areas of the curriculum whilst developing skills and attitudes, rooted in respect and trust, which will help them to become valuable members of society.

Purposes

- To create a positive learning environment in which children have the opportunity to develop emotionally, socially, spiritually, academically and culturally.
- To encourage and celebrate positive behaviour.
- To develop children's self esteem, self respect and self-discipline.
- To foster mutual respect and understanding of fairness and equality, leading to an awareness of social responsibility.
- To establish clear expectations and boundaries that enable the whole school community to operate effectively.
- To ensure that consequences for poor behaviour are clear, reasonable and consistent.
- To value children as individuals and respond to their differing circumstances.

Guidelines

- Children will be offered a challenging curriculum and a stimulating, purposeful working environment. They will be encouraged to take responsibility for their own actions and will be praised and rewarded for positive attitudes and behaviour.
- All adults will demonstrate mutual respect as an example to the children. They will be positive and encouraging, highlighting the good and giving less credibility to unacceptable behaviour.
- Inappropriate behaviour will be dealt with using the guidelines in this policy and with reference to the management and care of pupils policy.

Our Code of Conduct

This was drawn up by the School Council in following a review by them of all the class rules.

We will treat each other with care, respect and kindness

We will be polite, friendly and helpful towards all adults in school

We will always be ready to listen, contribute and try our hardest so that we can learn

We will keep hands, feet and unkind words to ourselves

We will look after our school building, grounds and all the creature that live there

Strategies for Managing Behaviour

The Establishment Phase in September will be used to establish expectations and class rules. These will be communicated to parents via the Class Contract which will also contain a class photo. The School Council will review the Behaviour Policy.

There are different sanctions which will be applied depending upon the persistence of the behaviour which is not in line with the code of conduct. We will identify behaviour on three levels, and deal with each differently.

- Level 1 – general classroom misbehaviour e.g. calling out, disturbing others, and not completing work and assembly misbehaviour. This will be dealt with by the class teacher. The behaviour will be noted in a class book and if it persists, the class teacher will speak with the parent/carer. This discussion will be noted by the teacher for future reference.
At times, particularly, in older classes, some children can disrupt the learning of other children. At such times, a “Time Out” strategy can be used with children being sent to a younger class for a period of reflection. During this time the receiving teacher is not responsible for reprimanding the child. The “Time Out” period will be time limited and recorded by the teacher imposing the consequence.
- Level 2 – behaviour that is aggressive, fighting with other children. This will be dealt with initially by the class teacher or teacher on duty. This will result in losing a playtime the following day or part of the lunchtime period. Parents will be informed by the teacher. Should there be recurrences of this kind of behaviour, a letter will be sent to parents by the Headteacher.
- Level 3 – sustained bullying, ongoing patterns of behaviour to include disrespect to others, disregard for the authority of staff and unprovoked aggression towards others. This will be dealt with by a senior member of staff and the parents would be informed.

Follow-up

It is crucial that poor behaviour is followed up by individual teachers. This will not always be possible or appropriate at the time of the incident. We will operate a policy of certainty rather than severity. Ultimately, we wish to help children to understand why some behaviour is unacceptable and how they can develop strategies to change it. This is not always possible in the heat of an incident. Children must not feel, however, that incidents will just be forgotten. Dealing with an incident the following day may be much more effective.

Consequences

It is important that consequences meet the 3Rs i.e. they are:-

- Related to the behaviour
- Reasonable
- Respect is maintained

Detentions

Rationale:

- Too many children were in the past sent out of classes for indeterminate amounts of time which has a negative impact around school or for other children
- At times during lessons and break time children were in school unsupervised
- Children needed to realise when their behaviour is unacceptable
- There needed to be a consistent approach to dealing with unacceptable behaviour
- Records needed to be kept
- Parents needed to be informed of concerns
- Time out/detention/reflection needed to be supervised

Logistics:

- Children who behave unacceptably are informed that they will have to take part in a supervised session during morning break. (Normally the following day)
- The sessions are supervised by a teacher or HLTA

- A book records dates when children have been kept in
- When a child has stayed in on three occasions a standard letter is posted to the child's home and parents are asked to come in and see the class teacher to discuss the concerns
- Phase leaders follow up repeat offenders during the week
- A second letter home results in parents being asked to see the DH
- A third letter home results in parents being asked to see the HT
- The detentions take place in the middle of units
- KS1 need fewer sessions

Completion of book:

- Date – of detention
- Name – self explanatory
- Class – self explanatory
- Comment – brief reason for detention
- No – number of times a child has been in the book
- Action – for repeated number of detentions
 - 3 times letter 1 – see teacher
 - 6 times letter 2 – see DH
 - 9 times letter 3 – see HT

Each letter should be sent by the person that the parent/carer will see.
The action should then be highlighted once it has been done.

Rewards

It is important that all children are rewarded for positive behaviour.

Class Rewards

Individual systems will be operated in classes. These have many benefits as they can be:-

- Age appropriate.
- Negotiated by staff and children.
- Targeted at specific individual behaviour.
- Short term.

Golden Time is a period of time in which the children can choose activities for a specific time in a week or fortnight. Three occurrences of misbehaviour at Level 1 or single incidents at Level 2 would result in the loss of golden time.

Passport Scheme

A whole school Passport Scheme was introduced in September 2005. Each child will work through three passports; blue, green and gold. Each passport contains a number of squares (blue 48, green 60 and gold 72). Squares are filled with stickers or signatures. These can be awarded by any adult in school for:-

- Particularly good behaviour.
- Exemplary attitude.
- Outstanding pieces of work.
- Reaching personal targets.

As a passport is completed, it is taken by the child to the Headteacher's office ensuring that all children have the opportunity of positive praise from the Headteacher. The next passport is given to the child and a certificate presented in the Friday Golden Assembly. When the gold passport is completed, a special small metallic badge will also be awarded and the child will start again on the blue passport.

Golden Books

The Golden Books give an opportunity to specifically reward progress that children make in their learning. It is important to raise the profile of achievements so that children are provided with good role models and do more than just behave themselves. Each teacher chooses one child from their class and writes their name in the appropriate Golden Book for Friday morning. Children's names and the reason are then read out in assembly and they are awarded a Golden Sticker with the school logo on it. The Golden Children then have their photograph taken and it is displayed on the Golden Board in the entrance area, for a week. A file of past photographs and the Golden Books are also displayed here.

Parental involvement

When repeated patterns of behaviour give cause for concern, it is important that parental consultation is sought. This may, in certain circumstances, explain the behaviour when factors, external to school, may be affecting the child. It also helps to build the partnership between home and school providing consistent and joint action. If it is necessary, a behaviour plan will be devised and discussed with the parents and child to try to improve the child's behaviour.

In cases of extreme behaviour, it may be necessary to short circuit the sanctions outlined above and contact parents immediately.

Exclusion

The ultimate sanction of exclusion will only be used sparingly and sensitively in line with the DfES and L.A. guidelines (only the Headteacher or his/her representative, in his/her absence, can exclude a child).

Establishment Phase

The first two weeks in September are the establishment phase. This is an opportunity to revisit and re-establish routines and expectations. The Class Contract is also created by all children with their teacher.

Classes also start working towards their Class Competencies (see appendix).

Conclusion

In our school we reinforce positive behaviour. When a child presents inappropriate behaviour, we condemn the behaviour and not the child. Establishing and maintaining good behaviour is the responsibility of the whole school community.

Review

This policy will be reviewed annually in September with input from staff and pupils.

Miles Wallis-Clarke,
Headteacher



Hotspur Primary School
Class Competency Record



Class:		Teacher/s:	
1	Class contract completed, signed by the whole class and ready to send home		
All children in the class able to:			
2	<ul style="list-style-type: none"> go out to play and return to the class at the end of break time appropriately 		
3	<ul style="list-style-type: none"> participate calmly and correctly in a Fire Practice 		
4	<ul style="list-style-type: none"> enter and leave the gym or hall suitably and participate appropriately during assemblies including singing 		
5	<ul style="list-style-type: none"> use the Study Centre correctly and leave it tidy for the next class 		
6	<ul style="list-style-type: none"> show correct conduct in the dining hall 		
7	<ul style="list-style-type: none"> to move around school properly using correct entrances and corridors 		
8	<ul style="list-style-type: none"> be polite to each other, members of staff and visitors to the school 		
9	<ul style="list-style-type: none"> keep their cloakroom areas tidy 		
10	<ul style="list-style-type: none"> keep resources organised and fit for purpose in their classrooms 		
11	<ul style="list-style-type: none"> follow procedures for packed lunches at the beginning and end of the day 		
12	<ul style="list-style-type: none"> keep to procedures for using the toilets at break times and, when essential, during lesson times 		
13	<ul style="list-style-type: none"> adopt routines so that lessons start and end smoothly 		
14	<ul style="list-style-type: none"> show respect for each other and school property 		
15	<ul style="list-style-type: none"> use the correct entrances at the end of the day 		

Competences completed:

Signed: