

Hollin Primary School



BEHAVIOUR POLICY

February 2016

Implementation Date 22.02.16

Introduction

At Hollin Primary School we aim to provide a safe and secure environment for everybody at our school

We aim to meet the needs and celebrate the achievements of all pupils regardless of ability.

We offer equal opportunities to all in the belief that Hollin children will take their places as valued, tolerant members of society.

This policy was devised by staff and children in autumn term 2015.
It sets out the rules, rewards and sanctions in operation at Hollin Primary School

We have a policy because we need to guarantee: -

- i) That all children will be safe while they are in our care.
- ii) That effective teaching and learning is taking place within school.

The policy has been developed through discussions with staff and children.
Staff identified four important elements to successful management of behaviour.

- 1) The need for clearly defined rules which are known accepted and acted upon by children, staff and parents.
- 2) The need for positive aspects of behaviour to be emphasised and communicated.
- 3) The need for consistent and appropriate use of sanctions within a system which is seen to be fair.
- 4) The importance of working in partnership with parents.

AIMS OF THE BEHAVIOUR POLICY

At Hollin Primary School, everything we do is aimed at achieving a safe and secure environment. This can't be achieved without discipline.

Children are not happy in poorly ordered classrooms. Furthermore, high standards of work cannot be achieved if disruption means that children do not have the opportunity to listen to information and instructions. Neither can high standards be achieved if poor behaviour means that children are simply not getting through sufficient work and disrupting those who want to get on.

In setting out the following procedures, which we hope will lead to high standards of behaviour,

Our policy has the following aims which can be set out as follows:

- 1) To keep children safe by ensuring that they follow instructions quickly and keep rules aimed at promoting safety.
- 2) To create the conditions whereby teachers can teach and children can learn. This will lead to higher standards.
- 3) To establish parents as our partners in promoting good behaviour, hard work and respect for other people.
- 4) To develop self-discipline so that good behaviour is maintained without resorting to sanctions.
- 5) To promote a happy environment and minimise the negative atmosphere that can result from constant telling off.
- 6) To provide a structure which makes it clear to all parties that all children are treated equally and that nobody is "picked on" and nobody rewarded as a "favourite".

RULES OF HOLLIN PRIMARY SCHOOL

Pupils and staff were all asked for their views of what should be included in our school rules.

To be a Hollin learner....

Always try your best (be ready to learn).
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Respect everyone and everything (use kind words and kind hands and feet).
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Be honest (always tell the truth).

Listen well to learn and have success.

Walk around school sensibly, safely and quietly.

Share and work together.

These rules are displayed in each classroom.

Each class look at the rules in detail and decide which ones they need to focus on most within their class to improve behaviour.

A class charter is then written around these specific rules and all of the children sign up to this.

In most cases where rules have been breached the child will be reminded of the fact by a teacher or teaching assistant.

It was also considered a good idea to have rules for assembly.

These are as follows.....

Good looking

Good listening

Quiet hands

Quiet feet

No talking

SYSTEM OF REWARDS AT HOLLIN PRIMARY SCHOOL

A system of rewards known and understood by children, staff and parents is vital in encouraging good behaviour and preventing the poor behaviour for which sanctions would be imposed.

Rewards and the public presentation of them also serve the purpose of giving attention to children choosing to do the right things rather than on those choosing poor behaviour.

Another very important advantage of the reward system is that it serves as a positive form of communication with home.

In order to work successfully a system of rewards must be:

- a) Known and understood.
- b) Easy to administer.
- c) Tangible in order that children can build a “cause and effect” picture of behaviour.

SYSTEM OF REWARDS AT HOLLIN PRIMARY SCHOOL

1. INDIVIDUAL STICKERS AND STAMPS

All staff teachers, teaching assistants and lunchtime staff have a variety of stickers for: good work, behaviour, manners etc... these are distributed regularly to those children who deserve them.

2. VISITS TO THE HEADTEACHER

All staff are encouraged to bring children, with their work, to the Headteacher (or Deputy). Children are rewarded with verbal praise and are rewarded with a "Special" sticker.

3. GOOD NEWS POSTCARDS

All staff have access to Good News Postcards. Staff can send these home for any purpose. They are to inform parents/carers of the good things that children have done.

4. HOUSE POINTS

This system is aimed at building a team spirit on a larger scale. Any member of staff within the school can award housepoints.

Hollin Primary School has four houses, Red, Green, Yellow and Blue. Every child is allocated to one of them. House points are awarded for a variety of different reasons:

e.g. good behaviour, good work, good contribution to school life, being a good role model etc.

- The house with the most points each week is awarded the house point trophy in assembly on a Friday.
- The winner is displayed in school and on the school website.

5. GRADUATES ASSEMBLY

This is an award presented in Friday assembly to the children (one per class). It is awarded by class staff for a variety of reasons (good work, good effort, good behaviour or a special contribution). It is a special opportunity to reward the children who have worked hard that week. Parents receive a personal invitation.

6. CLASS REWARDS

A table or collective reward. Sometimes praise and rewards may be given for completing homework or reading activities.

SYSTEM OF SANCTIONS AT HOLLIN PRIMARY SCHOOL

Our rewards are very important but it is vital that the school has a clearly understood system of sanctions which are:

- a) Known and understood by all members of the school community especially children, parents and staff.
- b) Carefully graded in order to ensure that the sanction applied matches the seriousness of the misbehaviour.
- c) Applied with complete consistency regardless of the child in trouble.

School discipline is greatly helped if the above conditions are in place. Knowledge of the system and absolute consistency in its application gives us the opportunity for maintaining all important parental support because it takes the emotion out of the application of a sanction.

Classroom Misbehaviour – Stage 1 or 2)

1. The child's name is written on the board.
2. Any repeat of this behaviour or something else unacceptable...a cross (or strike) would be added.
3. Any repeat of this behaviour or something else unacceptable...a second cross (or strike) would be added.
4. The process would continue with each cross (or strike) resulting in a minute of playtime lost.

Actions which may precede a name (or strike) being added to the board.

- Eye contact, a reminder or a quiet reprimand by a member of staff.
- Restorative conversation.

In Early Years

Minutes lost or "time out" during getting busy/choosing time or specific work/activity given to the child instead of choosing activity.

In Key Stage 1

It is important that the consequence is given on the same day.

Minutes can be "lost" at morning play, lunchtime play or afternoon play.

The class teacher (or teaching assistant) would administer the loss of the minutes.

In Key Stage 2

Minutes can be "lost" at morning play or lunchtime play.

If strikes are awarded in the afternoon session, minutes would need to be lost the following day.

The class teacher (or teaching assistant) would administer the loss of the minutes.

SYSTEM OF SANCTIONS AT HOLLIN PRIMARY SCHOOL

STAGE 1

Low level classroom disruption/misdemeanor

Consequence

Name on the board, crosses/strikes.

Work in a different area of the classroom.

STAGE 2

An incident in the classroom or around school.

Consequence

The class teacher would inform the parent about the incident (either by phone or by informing them at the end of the day).

STAGE 3

More serious misbehaviour.

Consequence

There is no exhaustive list, but the child's name will be added to the Behaviour Book (by a member of SLT) so that an accurate record is kept.

The child's parents would be informed in writing about the incident and may also be invited into school.

At this stage, after school clubs and trips/visits could be withdrawn.

STAGE 4

Parents have to be involved at this stage to discuss their child's behaviour and agree a positive way forward.

A personalised behaviour chart and/or home-school book/diary will be used to track behaviour and provide immediate feedback to parents.

A member of SLT (alongside Pastoral support) will be involved in this process.

Consequence

At this stage, children could work in a set place in school and be isolated from the rest of their class.

At this stage, after school clubs and trips/visits will be withdrawn.

This is the final stage before a fixed term exclusion would be considered.

STAGE 5

The child could be excluded from school for a set period. Examples:

- Persistent disruptive behaviour.
- Serious assault/violence towards adults.
- Serious assault/violence towards another child.
- Damage/destruction of property/belongings.
- Racist abuse.
- Bullying.
- Possession of weapon/dangerous object.

LETTERHEAD

DATE

Dear Parent/Carer,

Regarding: Your child's behaviour

I regret to inform you that your child has displayed unacceptable behaviour in school today.

The reason is listed below and a record has been made in the schools' behaviour book.

If you would like to discuss this, please contact school.

Please acknowledge this letter by completing and returning the reply slip below. If the reply slip is not received, a follow up telephone call will be made.

Yours faithfully,

Mr Fenton
Headteacher

REPLY SLIP

Child's Name _____ Class _____

Parents Signature _____ Date _____