

Behaviour Policy



Version Number:	--
Governing Body sign off:	--
Next Review Due By:	--

AIMS

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

STANDARDS OF BEHAVIOUR

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

At Headlands CE (C) J I & N School children are expected to:

- Work hard
- Be kind and helpful
- Look after property
- Be honest
- Be polite and listen to other people
- Be gentle
- Follow instructions

From September 2020, pupils will be expected to comply with additional rules and procedures which are specifically focussed upon keeping the whole school community safe during the continuing COVID-19 pandemic. These will be shared with pupils both verbally and visually. Children will be expected to:

- Arrive on time to school at a designated arrival time
- Follow all school instructions linked to hygiene especially handwashing
- Only play/work with other children in their year group bubble
- Move around school on the left-hand side and will avoid touching others unnecessarily
- Only play and work in the areas that they are allowed to
- Whenever they cough or sneeze they will use a tissue and will put their tissue in the bin immediately. They will then wash their hands immediately
- Try not to touch their eyes, nose and mouth with their hands
- Tell an adult if they start to feel unwell
- Only use the equipment and toys that have been given to them
- Only drink out of their own water bottle and will take their bottle home to be cleaned everyday

SCHOOL ETHOS

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 and with each other, as their example has an important influence on the children. As adults we should aim to:

- create a positive climate with high expectations of behaviour
- 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 contributions of all

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 encourage good behaviour. For some pupils an individual behaviour plan will be devised as is appropriate.

It follows that lessons should have clear objectives, understood by the children, and be 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.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on 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 teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms and learning resources should be organised to develop independence and personal initiative. Furniture should be arranged to promote positive learning behaviours. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage active participation and inclusion for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage effort, resilience and good learning behaviours.

RULES AND PROCEDURES

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures as displayed in classrooms should:

- be kept to a necessary minimum
- be positively stated
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

REWARDS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Praise is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements.

Examples of rewards to promote good behaviour include:

- Verbal and non-verbal praise
- Stickers
- Visit to the Headteacher/SLT
- Certificates given in assembly for positive learning behaviours and achievements, and for demonstrating our school ethos and Christian values
- Postcards home
- Other class reward systems as appropriate to the age of the pupils

SANCTIONS

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions

The range of sanctions used include:

- Reminder / Verbal warning
- Loss of some social time to support a restorative conversation or complete work due to lost learning time
- Visit to member of SLT
- Visit to Headteacher
- Letters to parents
- Meetings with parents
- Internal Exclusion (with a suitably trained adult)
- Exclusion (fixed term and permanent) according to LA guidelines

Where patterns of behaviour have been noted additional specialist help and advice from the Educational Psychologist and other external agencies may be necessary.

COMMUNICATION AND PARENTAL PARTNERSHIP

Positive, trusting relationships between school and home are crucial. We give high priority to clear communication within the school and to a positive partnership with parents. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed. Where an Individual Behaviour Plans to is deemed to be necessary this will be written by the SENCO, in conjunction with parents and the pupil.