



HUMSHAUGH CHURCH of ENGLAND FIRST SCHOOL POLICY FOR THE PROMOTION OF POSITIVE BEHAVIOUR & DISCIPLINE

Rationale

Humshaugh Church of England First School where the Christian ethos underpins every action and decision we make. Our school policy for the promotion of positive behaviour is rooted in the teachings of Jesus Christ. We respect the uniqueness of each child and encourage them to be a responsible and participating member of our cohesive school community. In so doing we believe that in taking a fair and consistent approach to promoting positive behaviour children must be treated in ways appropriate to their age, needs and circumstances.

We believe that the behaviour of all children in school is the shared responsibility of pupils, parents and staff. Good behaviour will be taught, recognised and modelled. (See Appendices)

Our actions must promote and encourage fairness, care, forgiveness, reconciliation and justice. We hope that this policy supports the maintenance of a positive caring environment for all members of the whole school community (i.e. children, staff and parents).

Aims

- To create a positive learning environment;
- To ensure a safe, secure and happy environment for all members of the school community;
- To develop tolerance and mutual respect amongst all members of the school community;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To provide a code of behaviour which is fair, consistent and positive.

Guidelines

- All members of the school community must be aware of and involved in the consistent implementation of this policy;
- All members of the school community must accept responsibility for encouraging and maintaining positive behaviour;
- Staff and parents should liaise when a child's behaviour gives cause for concern;
- An agreed set of rules (school code of behaviour), acceptable to both staff and pupils, is displayed and promoted (see appendix 1);
- Children should be praised and rewarded for positive behaviour;
- An agreed set of rewards and sanctions is made clear (see below);
- Fairness should always be of paramount importance;
- All adults should be sensitive to the individual needs and personal circumstances of the child;
- A variety of means should be used to develop each child's self-esteem and self-confidence;
- Parents and children are encouraged to sign a home-school agreement in support of the school's behaviour code;
- High standards of behaviour are expected to be maintained throughout the day within classrooms, at break times and on school visits.

Dealing with Incidents

- Duty staff to report any medium incidents immediately to Class Teachers; significant or serious incidents to the Headteacher or Senior Teacher.
- Staff deal with incidents by listening to all children involved and talking through the problem using positive language and reinforcing the school code of behaviour and expectations.
- Staff encourage (but do not force) apologies and forgiveness in order to resolve conflicts.
(However, children must understand that 'sorry' is a promise and must change their behaviour – some children are not able to sustain this).

Rewards

In order to promote a child's self-esteem we will reward as much as possible. (see Appendix 2).

- Staff will react positively when children are evidently conducting themselves according to the Home School Agreement and Class Rules (Age appropriate versions displayed in each classroom).
- Reach for the Stars (Green/Gold/Platinum), Stickers, Team of the Week, Table of the week, Attendance cup, certificates, stars and super star cushions are awarded.
- Success is celebrated for all children in a variety of ways, for instance in regular 'Star of the Week' Worship.
- Good behaviour and achievements (both at home and school) are recognised and celebrated.
- All staff use positive and constructive comments, verbal encouragement and positive gestures, for example, smiles and acknowledgment of good behaviour.

Sanctions

- A variety of sanctions common across the school are employed. (see Appendices 3 & 4).
- Verbal or non-verbal disapproval by the staff member.
- Traffic lights (Reach for the Stars) system which gives children the chance to change their behaviour if placed on 'amber'.
- Withdrawal of privileges, e.g. playtime or preferred activity.
- Informal contact with parents, made by the Class Teacher.
- Child to be placed on 'amber' if a child is repeating the same behaviour despite being asked not to. A child is moved to 'amber' as a 3rd and final warning if a child continues to repeating the same behaviour despite being asked not to. N.B. Children can work their way back to 'green' by choosing to change their behaviour and doing as they have been asked during the lesson.
- Repetition of the behaviour results in child being placed on red and being sent to the Headteacher or Senior teacher. **A child placed on 'red' will miss a number of minutes of their playtime, appropriate to their age.** They will be asked to reflect on their behaviour and record in a 'Reflection Book'. (one to be kept in each classroom).
- Formal contact with parents, made by the Head/Senior Teacher will be made following 3 reds in one week (phone call or note home).
- Child to be placed on 'red' immediately in response to verbal abuse or physical violence towards another child or adult and parent contacted.
- **A record is kept of all red lights issued.** Children (or staff where appropriate) should discuss the incident and record what they should have done (books to be kept in each class). Children may need to be told what they should have done, depending on SEN.
- In extreme situations it may be necessary to refer to LA guidance and implement a different strategy i.e. behaviour chart or exclusion from school (fixed term or permanent).
- A child may be placed on a 'golden' or 'Platinum' traffic light if they consistently display exemplary behaviour.

Differentiated Behaviour Policy

At Humshaugh CE First School we operate a differentiated approach to behaviour. We expect all children to 'be the best they can be' but we acknowledge that sometimes expectations and sanctions may depend upon individual Special Educational Needs especially the Emotional, Social and Behavioural difficulties a child might have. An individualised approach to managing a child's behaviour may result from such needs and is adopted after consultation with advisors, parents or other professionals. For instance, Red and Yellow traffic lights may not apply to some children with Specific Needs (This is agreed in staff meetings please see SENCo for further information). All staff are briefed on which children need a differentiated approach towards behaviour.

Consultation Groups

If the above behaviour management strategies are not successful the Class Teacher will work with the SENCo (and possibly other members of staff) in a Consultation Group process. A detached member of staff will observe the child on three occasions to try to identify triggers or situations which prompt the undesired behaviours.

Every Child Matters Agenda

This policy contributes to the Every Child Matters Agenda by helping children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Staff Support Network

Arrangements should be made for any member of staff who is experiencing challenging behaviour from a child, to receive support from a designated colleague in the form of a regular, timetabled meeting.

Conclusion

At Humshaugh CE Voluntary Aided First School we aim to ensure a well-ordered environment where self-discipline is promoted, mutual respect encouraged and pupils are valued and celebrated as individuals and as responsible members of the school community.

This policy will be reviewed every two years or earlier if deemed necessary.

Consultation with all staff, including lunchtime supervisory and learning support assistants.

Staff Meeting, 27.11.14

Sent to parents December 2014

Reviewed by Staff and Mrs Newson December 2015

Reviewed: January 2017 J Long and K Blythe

Next review date: January 2018

Reviewed: January 2018 J Long and K Blythe

Next review date: January 2019

Reviews: January 2019 J Long and K Blythe

Next review date: January 2021

APPENDICES

- 1 School Code of Behaviour
- 2 Positive Behaviour
- 3 Unacceptable Behaviour Hierarchy
- 4 Procedures and Sanctions
- 5 Guidance on Managing Behaviour at Playtime and Lunchtime

Glossary

BSS – Behaviour Support Service (Local Authority service providing advice & a traded level of practical support or training to schools)

DfE – Government Department for Education

ST – Senior Teacher

HT – Headteacher

LA – Local Authority (Northumberland)

SENCo – Special Educational Needs Co-ordinator

Appendix 1 - School Code of Behaviour

Golden Rule: Treat others as you would like to be treated.

1. Be kind, considerate and helpful at all times.
2. Respect everyone and their things.
3. Have good manners.
4. Walk calmly everywhere in school.
5. Listen carefully when someone is talking.
6. Ask questions to help you learn.
7. Stay on task and aim high!
8. Share with others.
9. Use resources and the school grounds carefully.
10. Keep hands and feet to yourself.

Appendix 2 - Positive Behaviour

We recognise and celebrate positive behaviour by rewarding:

Accuracy	
Achievement	
Care for others	Perseverance
Commitment to high standards	Positive encouragement
Completion of work	Positive motivation and attitude
Consistency	Preparedness to compromise
Determination	Presentation of work
Effort	Promptness of response
Fairness	Punctuality
Good manners	Reliability
Helpfulness	Respect
Honesty	Responsibility
Independence	Self-discipline
Initiative	Support of others
Kindness	Thoughtfulness
Organisation	

Examples of rewards:

Minor

- ✓ Verbal praise within classroom on a one to one basis
- ✓ Pointing out good behaviour
- ✓ Smile / nod / thumbs up / saying "well done" etc
- ✓ Comments written in workbooks

Medium

- ✓ Stickers
- ✓ Showing good work to the class, or other staff
- ✓ Being given a responsible job
- ✓ Moving up to Gold, Platinum or the Stars

Major

- ✓ Showing work to Headteacher and sharing it in Star of the Week Worship
- ✓ Celebration certificate
- ✓ Star stickers and Super star cushions
- ✓ Golden Time
- ✓ Specific mention to parents.

Appendix 3 - Unacceptable Behaviour Hierarchy

1. Minor Incidents - Handled by class teacher/member of staff on duty.
2. Medium Incidents - May be handled by teacher if one off incident. Otherwise other Key Stage staff member should become involved.
3. Significant Incidents - Should always be referred to either Senior Teacher or Headteacher to be dealt with in collaboration with the class teacher.
4. Very Serious Incidents - Dealt with by Headteacher (or Senior teacher in HT's absence), teacher, parents and behaviour support service (if necessary).

Examples:

1. Minor Incidents

- Lack of co-operation initially
- Not accepting reasonable reminders
- Minor rudeness to staff
- Poor standard of work due to lack of effort
- One-off name calling
- Low level disruptive behaviour

2. Medium Incidents

- Refusal to co-operate
- Continued low level disruption (over 2 weeks)
- Being deliberately rude to staff
- Considerably disruptive behaviour
- Involvement in negative/aggressive arguments with another child
- Teasing other children
- Hiding other children's belongings
- First offence of swearing or rude gestures to staff
- Swearing and rude gestures to children
- First offence of minor untruths
- Lack of respect to adults

3. Significant Incidents

- Openly defiant
- Damage to property
- Deliberate lies
- Repeated swearing and rude gestures
- Stealing
- Significant physical or verbal abuse of others and property including racially motivated
- Bullying/excessive teasing (see Anti-Bullying Policy)
- First offence racial abuse
- Any offence of deliberate violence

4. Very Serious Incidents

- Serious physical or verbal/gestured abuse of children or staff including racially motivated
- Deliberately dangerous actions
- Physically losing control
- Misuse of ICT in school, e.g. sending threatening emails (see Internet Policy)

Appendix 4 -PROCEDURES AND SANCTIONS

- Staff must determine acceptable and unacceptable behaviour. They should use their own judgement to decide seriousness and frequency of 'offences'.
- Staff should model and give examples of appropriate responses to volatile situations, after giving children sufficient time to reflect on their behaviour.
- A 'playground book' will be used daily by those on duty to log incidents of inappropriate behaviour or bullying including racial incidents and how they have been responded to. The 'playground book' will be taken out into the playground by the duty staff, and returned to the office at the end of playtime with relevant comment and signature.
- Staff should seek to defuse potentially volatile situations by applying the appropriate sanctions for the level of seriousness of the incident.
- Care should be taken that at each stage children are aware of what will happen next if the negative behaviour continues.
- Staff must always make it clear that it is the behaviour which is disapproved of, not the individual, so as not to damage a child's self esteem.
- Staff must ensure the logging all incidents of inappropriate behaviour including bullying and racial incidents occurring on the playground in the 'playground book', including what action was taken.

1. Minor Sanctions – the staff member should choose appropriately from:

- Early response – eye contact, touch, say name
- Surprised facial expression
- Change voice – lower tone, change volume (quieter)
- Move child closer to teacher
- Early verbal intervention e.g. "Are you OK?" or "Do you need me to sort this out?"
- Giving a quiet word of warning
- Giving a choice or consequence
- Repeat work which was unsatisfactory due to poor behaviour
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Asking child, "What could make this situation fair or better?"
- Asking child, "How could you put this right?"

2. Medium Sanctions – the staff member should choose appropriately from:

- Use other children to say what is wrong/how to make matters better
- Take to one side and discuss one to one
- Yellow card
- Loss of privilege/playtime
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Sit child alone/away from main group of children
- Time Out - 1 minute of time-out for each year of their age (where appropriate) to cool off before being allowed to rejoin and try again.

3. Significant Sanctions – the staff member should choose appropriately from:

- Child should be sent (escorted) to the Senior Teacher or Headteacher for time-out.
- Send child with work to another class for a specified length of time.
- Write letter of apology or similar at age appropriate level.
- Meeting with parents and the HT to discuss the problem.
- Daily behaviour chart – behaviour targets to tick (reviewed half-termly with parents – copy to HT).
- Withdrawal from school-trip or other event.

- If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work or the work of others, the child must be brought to the attention of the SENCo who may discuss the problem with BSS to help the child modify their behaviour and prevent future difficulties.

4. Very Serious Sanctions – the staff member should choose appropriately from:

- Call for ST or HT to remove child from class or playground.
- Physically accompany child to desired outcome when child is refusing to co-operate, or to prevent further damage to property.
- Remove child from situation, this might be achieved through removing the rest of the class rather than the individual child.
- As a last resort, physical restraint of child (with parental consent and by those who have had appropriate training – see Physical Restraint Policy).
- Withdrawal from school-trip or other event.
- Full investigation by HT.
- Exclusion from school for rest of day.
- Fixed term exclusion from school following the DfE guidelines.
- Permanent exclusion from school.

Appendix 5

Guidance on Managing Behaviour at Playtime and Lunchtime

- Children must never be unsupervised in the playground at playtime/lunchtime.
- Children must not leave the playground (e.g. to go to the toilet) without permission from an adult.
- Wet Play – the member of staff on duty decides on and informs staff as to whether to send the children out. Classes supervised in individual classrooms by duty staff.
- Wet lunchtime – Children should know what they are allowed to use / play with. Teacher will display this information.
- First Aid – duty staff send to staffroom for help if required by sending child in (or other child if the injured person cannot be moved).
- Avoid chasing after a child. Expect the child to come to you or follow when asked politely, turn, walk towards building, return and repeat if necessary.
- Physical restraint should not be used unless the child is a danger to another person or themselves (major incident) – in this case send for the ST or HT.
- Avoid shouting at or arguing with a child – confrontation usually complicates the situation.

Expectations and Attitudes

The playground should feel safe for everyone. Adults supervising must patrol the whole playground, and be aware of cloakrooms and areas out of normal sight (e.g. corners beyond extensions, bushes). We expect children and adults to treat each other with respect.

Children should avoid:

- Kicking games
- Play fighting
- Grabbing games
- Threatening behaviour
- Calling names
- Going around in 'gangs'
- Highly competitive games of sport
- Copying pretend weapons