



Yes we can

BEHAVIOUR POLICY

Spring 2017

1. INTRODUCTION

- 1.i At Henry Fawcett we aim to create a happy, safe, caring and stimulating environment for all.
- 1.ii We aim to encourage self-regulation and to enable rules to become intrinsic.
- 1.iii As members of the community we aim to build positive relationships with each other, with the children and their families.
- 1.iv As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

This means:

- Keeping calm and not shouting
 - Listening carefully
 - Being sensitive to others' points of view
 - Being consistent in our dealings
 - Using humour and praise wherever possible
 - Not talking negatively about children in front of them or in front of other children
 - Learning to ignore unrealistic threats, so we are careful to talk about sanctions we mean to uphold
 - Admitting when we are wrong
- 1.v Adults should at all times set a good example – being confident, firm, reasonable, realistic and fair.
 - 1.vi Time is allocated in the classroom and assembly to talk about acceptable and desirable behaviour. There will be a practice of praising good behaviour throughout the school.
 - 1.vii Positive Behaviour – will be recognised by
 - Praise from adults and peers
 - Being given responsibilities, e.g. Playground Ambassadors, School Council
 - Sharing achievements with other classes in assembly
 - Parents being informed of success
 - Golden book assemblies

Rules are for the good of all and for all

- 1.viii All adults should be the positive role models in implementing the school rules.

- 1.ix A friendly positive atmosphere among staff gives opportunity for constructive criticism in a caring atmosphere.
- 1.x Our success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for, it does not simply happen.
- 1.xi Positive relationships are vital –between everyone and at every level.
- Show respect
 - Be fair
 - Build positive relationships
- 1.xii **We do not**
- Humiliate – it breeds resentment
 - Over-react – the problem will grow
 - Blanket punishment – the innocent will resent them
 - Harsh sarcasm – it damages you!
 - Avoid idle threats
 - Don't threaten them with someone else's discipline

At Henry Fawcett as a staffing team we are committed to a no shouting policy.

2. OUR EXPECTATIONS & RULES

The Classroom

- 2.i We aim to create a well-organised, attractive and stimulating learning environment
- 2.ii It is important that lessons are creative, motivating and pitched to the appropriate level of the children
- 2.iii Just as it is important for staff to be in their rooms, or in the playground, for the beginning of sessions, so too it is important that children arrive at school on time and settle quickly to work in their classrooms
- 2.iv All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays
- 2.v All adults in the school have high expectations for work and behaviour. We aim to encourage a friendly caring atmosphere with a high level of teamwork so that all members of the school community have an opportunity to excel and enjoy a full school life.
- 2.vi Children are expected to take an active part in this by:
- Working to the best of their ability during lesson time
 - Treating all adults and children with respect
 - Clearing up after activities by returning resources to the correct place
 - Ensuring pencils and pens are returned to containers
 - Putting tops on felt tip pens, glue sticks, etc.
 - Regularly tidying and sorting out trays, construction containers, book corners, etc.

Corridors

- 2.vii Children are expected to walk quietly around the building at all times. Children should be encouraged to hold doors open for others showing politeness and consideration for others.

Assembly

- 2.viii Staff and children are expected to enter and leave the hall silently and sit quietly during assembly. Instructions to children will be given by the person leading assembly in order to maintain a calm, quiet atmosphere.

Dinner Hall

- 2.ix Children should line up quietly and take their meal and then follow the directions of the teacher in charge/midday supervisors as to where to sit. After the meal children should leave the hall quietly and walk to the playground.

Playground

- 2.x Children are expected to show equal respect to duty adults.

All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt or are being bullied or harassed.

Any incidents in the playground will be reported to the team leader.

Serious incidents will be followed up by senior managers.

- 2.xi Playground Rules Include the following (in addition to the list of unacceptable behaviour)

- Adults on duty to be out in good time
- No climbing walls, railings or benches
- No games involving mock or 'play' fighting or self-defence poses (e.g. karate) allowed at any time
- No racing across the playground
- Children must respond to adults instructions immediately
- Children in the playground will speak to the adults politely without raising their voices
- Adults in the playground will speak to the children politely without raising their voices
- At the end of a playtime children will stand still in silence and then move quietly to their lines
- Classes will receive praise for lining up well
- Children will proceed to class quietly with their teacher.

Unacceptable Behaviour

- 2.xii In this school we do not accept:

- Bullying
- Racism
- Sexism
- Name calling
- Discrimination
- Swearing/offensive behaviour
- Rude gestures
- Chatting back
- Physical abuse – pushing, pulling, spitting, hitting, biting, kicking, fighting
- Lying
- Homophobia
- Stealing
- Abuse of property
- Leaving the classroom without permission
- Refusing to follow instructions
- Disrupting the learning of others
- Inappropriate reaction to criticism/discipline
- Disrespect to another child or member of staff

3. DEALING WITH UNACCEPTABLE BEHAVIOUR

- 3.i It is always important to understand why a child is exhibiting such behaviour while at the same time looking for strategies to modify the behaviour. The adult should seek to talk to the child, listen and give her/him time to express their feelings and offer an explanation. The individual with the problem should be offered help to understand why his/her actions are unacceptable. Parents should be made aware of the situation, sooner rather than later.
- 3.ii It is also very important to help and support those who have been victims of unacceptable behaviour and to deal with perpetrators.
- 3.iii Any sanctions imposed should be realistic. Pre-emptive action should be used whenever possible, e.g. building positive relationships with other children or rewarding positive behaviour where possible.

Sanctions

- 3.iv When unacceptable behaviour occurs the teachers will use the school traffic light system.
- All children will begin on a positive of a green dot.
 - 5 positive golden classroom rules will be displayed and adhered to.
 - If there is some disruption or classroom rule broken a verbal warning will be given. If disruption continues to occur they will be given an amber dot.
 - If a child continues to disrupt or not respond to the adult's instruction another verbal warning will be given. Finally a red dot will be put next to child's name on behaviour chart and the teacher will inform parents of incident that has occurred.
 - Continued disruption or breaking of school rules will result in a lunchtime detention within the team
 - A child's name will be moved to the gold star if their behaviour has been excellent.
- 3.v Very serious behaviour will result in a school time out where a senior manager will take the child to another class for 20 minutes. These are taken extremely seriously and will be recorded on a database
- 3.vi Behaviour report card for children who consistently fail to meet appropriate behaviour standards. This will be recorded on the school data-base and monitored weekly with parent, child and class teacher
- 3.vii Where a child fails to meet their targets on the report card, lifelines will be added leading to possible internal or external exclusion
- 3.viii For persistent behaviour issues a child will receive a behaviour contract or pupil support plan, which will set clear parameters for the child and highlight possible sanctions. Parents will be involved in this process
- More severe issues may receive one of the following sanctions:
- Internal exclusion
 - Fixed term exclusion
 - Permanent exclusion
- 3.ix These sanctions will be decided by the senior management team. Parents will be informed of any decisions made.
- 3.x Playground Sanctions
- Oral warning
 - Reflection, e.g. sit on seat, to think about behaviour
 - Persistent unacceptable behaviour – teacher/team leader informed by supervisor
 - Lunchtime detention supervised by class teacher or team
 - Playground ban – parents informed of lunchtime exclusion

3.xi Sanctions to be Avoided – Teachers should not:

- Use an area of the curriculum as punishment, e.g. extra maths or loss of PE
- Send a child to sit or stand outside the classroom
- Send a child to another classroom without using the reflection system
- Send the child to the office alone
- Use whole class punishments unless it is justified

3.xii Teachers should:

- Think carefully about the sanction they wish to use
- Make sure it is appropriate
- Make sure it is in line with the behaviour policy
- Think about how they can help the child improve his or her behaviour