

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

1. Introduction

We believe that good behaviour and relationships within a secure and caring environment offer children the best conditions in which to develop as individuals, be healthy, happy and achieve. Every member of our school community is asked to work towards creating an atmosphere of mutual respect, tolerance and understanding so that the rights and responsibilities of everyone within the school community are accepted, valued and upheld.

We also believe that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Any behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.

This policy should be read in conjunction with the school's Aims and the school's policies on: Anti-bullying, Personal Development, Play & Lunchtimes and Physical Restraint.

2. Aims and Expectations:

The aim of this policy is to provide a framework which, when adhered to, will:

- Promote a calm, purposeful and happy atmosphere within school;
- Ensure that behaviour does not inhibit learning or impede potential;
- Foster positive, caring attitudes towards everyone, where achievements at all levels are valued;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- Ensure a consistent approach to rewarding good behaviour and responding to unacceptable behaviour throughout the school with parental co-operation and involvement;
- Encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- Result in high standards of achievement in all aspects of school life.
- Provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- Help children, staff and parents have a sense of direction and a feeling of common purpose.

Our expectations are as follows:

- Everyone should be treated with courtesy and consideration.
- Everyone should give of their best in work and behaviour.
- Everyone should give and receive respect.
- Everyone's individuality should be respected and positive attributes should be praised and built on.
- Our expectations of each other should be reasonable and achievable.
- Staff will project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.

Any child may experience emotional or behavioural problems at any time and we feel that each child has the right to our help and support. Our ultimate aim must be for self-discipline and we hope if we promote a positive approach this will be achievable for all our children.

3. Achieving our aims and expectations: proactive measures

It is easier to establish a culture of positive behaviour when rules are clear, visible and developed in partnership with all members of the school community.

We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

3.1 Staff Responsibilities:

“I am the decisive element, my personal approach creates the climate. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can humiliate, humour, hurt or heal.”

(Ginott, 1972)

Adults working with children need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers at Wyton on the Hill Primary School recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Good communication and relationships are essential in achieving good behaviour. In order to foster a climate in which good communication can take place, adults should:

- Set high standards of speech and manner;
- Model the social, emotional and behavioural skills that the school seeks to develop in children;
- Take the initiative in establishing a relationship with every child. I.e. Greet each child by name, speak to, smile at the children;
- Deal with all misbehaviour – to ignore it is to condone it;
- Have at their disposal a range of strategies to deal with behaviour incidents (see Appendix A: Checklist of Responses to Poor Behaviour);
- Keep calm;
- Listen;
- Be positive;
- Know the children as individuals and treat them individually;
- Be consistent;
- Follow up problems to their conclusion;
- Be firm but fair.

Adults should avoid:

- Humiliation;
- Shouting;
- Over-reacting;
- Blanket punishments;
- Punishing what can’t be proved;
- Sarcasm.

3.2 A Positive Whole School Environment:

A positive, supportive environment provides firm foundations for good behaviour. We aim to achieve this by ensuring that:

- There is a friendly, welcoming atmosphere;
- Shared areas are well-structured and well-maintained, in order to foster a sense of pride and calm;
- Displays in shared areas value effort and achievement across a wide range of activities, interests and aptitudes, including behaviour;
- Expectations of positive behaviour and attitudes are clearly displayed and encouraged in shared areas of the school;
- Pupils are encouraged to take an appropriate level of responsibility for keeping their environment safe and purposeful;
- Support / advice available for children, should they find themselves feeling unsafe or threatened, are clearly signposted.

Within the classroom, teachers will aim to create and sustain a positive, supportive and secure environment by:

- Being in the classroom to receive children;
- Motivating all children by providing challenging and well matched tasks;

- Noticing and praising positive behaviour;
- Setting a high standard of organisation;
- Creating quality displays and good care of the classroom;
- Ensuring children are aware of what is expected of them (e.g. through display, verbal references to school / class rules etc);
- Structuring activities which give children opportunities to practise responsibility and trust whenever possible.

In the playground at lunch and breaktimes, the following actions should be followed in order to support positive behaviour:

- Ensure that staff on duty are aware of potential problems - and try to diffuse them before they start;
- Seek out children who may have social / emotional issues on that day and talk with them briefly, offering support if needed;
- Maintain a high profile - move around a lot;
- Pass on relevant information about behaviour targets / issues;
- Encourage a range of games and playground activities;
- Follow the lunch time procedures as set out in the Play & Lunchtime Policy

3.3 A Clear Set of School Rules and Codes of Conduct (see Appendix A)

School rules are kept to an essential minimum and are included in our home/school agreement and school prospectus. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Our Code of Conduct is:

1. <u>Respect and Take Care of Yourself</u>	
Always	<ul style="list-style-type: none"> • Tell someone if you are unhappy, being picked on or bullied.
Never	<ul style="list-style-type: none"> • Do anything silly or dangerous where you might be hurt. • Stay in school at break times or leave school without permission. • Talk to strangers in school unless they have a school badge.

2. <u>Respect and Take Care of Others</u>	
Always	<ul style="list-style-type: none"> • Be friendly to visitors, newcomers and other children.
Never	<ul style="list-style-type: none"> • Do anything to hurt others (such as hitting/name calling). • Distract others from working. • Be cheeky or rude to adults.

3. <u>Respect and Take Care of Your School</u>	
Always	<ul style="list-style-type: none"> • Be proud of your school.
Never	<ul style="list-style-type: none"> • Steal or deliberately damage school equipment. • Drop litter or deface the school building. • Give the school a bad name.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at FS and KS1. We also have two other codes which support our Code of Conduct:

Our Listening Code

When I am asked for my attention I:

Our Line up Code

When I am asked to line up I:

Stop what I am doing
Show empty hands
Look at the teacher
Keep quiet and still
Listen to instructions

Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

Other school rules including those related to **food and drink, jewellery, school clothing (including PE kit), personal property and mobile phones** can be found in Appendix C of this policy.

3.4 Parental Involvement:

We believe it is essential to encourage parents to take an active part in the education of their children and, furthermore, that involving parents in a partnership approach to behaviour management is crucial to developing effective strategies for handling behaviour challenges at home and school.

Information about what is expected of their children while they are at school and ways in which parents can help their children is provided in the school prospectus. Additionally, parents are issued with a copy of the school behaviour policy and informed of updates through the fortnightly newsletter and the school website. We also keep parents informed about their child's progress through progress reports, consultation meetings and informal contacts. Parents are encouraged to let the school know about any health problems or changes at home which may affect a child at school.

Should high-level behaviour incidents occur regularly, either at home or at school, the school has a full-time Parent Inclusion / Pastoral Support Worker who can assist in developing effective individual behaviour management plans in partnership with families and other agencies.

Whilst we believe it is important to discuss matters with parents, we feel that care must be taken not to over stress the negative points of their child's behaviour and we should highlight their children's positive achievements as well.

3.5 Encouraging and Rewarding good behaviour: School Rewards

Every child needs to feel that the adults in school value his/her efforts. Positive rather than negative reinforcement assists learning and the development of good social attitudes. For this reason, recognising and rewarding good behaviour is a fundamental part of our Behaviour and Discipline Policy.

There are many ways in which we may do this, depending on the situation:

- Favourable comments, which can and should be entered on pieces of work
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- Recognition can be given to success of differing kinds in assemblies, e.g. Head teacher's Award Certificates, presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Head teacher for commendations.
- Specific privileges can be awarded to individuals/groups of children (e.g. in the use of school facilities at lunch or play times - computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Pupil Jobs,
- School Council etc.
- House points for outstanding effort / contribution.
- Above all, action / individual specific praise and encouragement in and out of lessons should be
- used as much as possible.

3.6 Responses to Poor Behaviour Choices: School Sanctions System

When responding to poor behaviour choices, we ask that all staff:

- Refer to what the child should be doing, with a reminder of the relevant school / class rule being broken;
- Make explicit reference to the school code of conduct;
- Make reference to the agreed framework of rights, responsibilities, rules and routines in the classroom / school;
- Make explicit their concern for the child and their learning when speaking to children about their behaviour;
- Use opportunities to repair and build the relationship whenever possible;

- Remain aware of their own emotional response to challenging behaviour and seek to manage their own response (see checklist of responses to higher-level challenges).

For procedures, see Appendix B: Sanctions Procedures.

6. Evaluation

The effectiveness of this policy will be measured by:

- A reduction in the number of children being sent to the head teacher/deputy head teacher
- A reduction in the number of children referred to external agencies
- A reduction in incidents recorded in the school's Incident Logs
- A reduction in the number of exclusions
- Feedback collected from pupils, parents and members of staff