

## **Hummersea Primary School**

### **Behaviour Policy**

#### **Introduction**

We would like Hummersea Primary School to be a place where children, teachers and the community work together in an atmosphere of mutual respect. We want children to achieve their full potential in the context of a well-ordered, happy and purposeful learning environment.

As a primary school, our reason for being is to enable all children to learn; this learning will be enhanced if relationships and attitudes to work and to school life in general, are positive. Therefore the whole school policy for behaviour and discipline is very important in setting and maintaining an acceptable code of behaviour for the staff and pupils.

All children need clear guidelines for behaviour. They need to know what is good and praiseworthy and what is unacceptable. These factors contribute to the secure and orderly environment for effective teaching and learning.

This policy provides a framework for a whole school approach to behaviour and discipline. The policy is based on the following principles:

- high expectations
- shared understanding
- mutual respect and trust
- honesty
- positive reinforcement
- partnership with parents

#### **Aims and Objectives**

As stated above, we aim to ensure that the school functions as an orderly and safe environment that values both children and adults. All pupils are of equal value and are to be treated equally regardless of sex or cultural or ethnic background. Further aims are as follows:

- the pupils should understand exactly what is expected of them and behave accordingly
- the pupils should be developing self-esteem and respect and concern for others
- the pupils should be developing moral qualities such as honesty
- the pupils should take responsibility for their own actions, appropriate to their age and stage of development
- the pupils should be developing in self-confidence
- the pupils should be courteous to one another, visitors and staff
- appropriate behaviour should contribute to effective learning in the classroom
- appropriate behaviour should contribute to the quality of life and the functioning of the school as an orderly community

#### **Core Values**

At Hummersea Primary School children are encouraged to be:

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|-----------------------|---|
| <b>Considerate</b>    | respecting everyone else as an individual, making sure that their words and actions do not hurt anyone.   |
| <b>Courteous</b>      | being polite, friendly and helpful at all times.  |
| <b>Accountability</b> | being reliable and responsible for their own actions.   |
| <b>Hardworking</b>    | making it as easy as possible for everyone to learn by listening carefully, responding appropriately, following instructions and waiting patiently. |

These values should be actively promoted in the daily life of the classroom, around the school and during school led, educational visits. They are obviously inseparable from the promotion of moral and spiritual values in school and will therefore be taught as part of the school's R.E. and P.S.E. curriculum. They are also themes used in school assemblies.

### **Staff Responsibilities**

Our approach to managing behaviour in school is positive, consistent and fair.

It is positive in that it is underpinned by the pupils' self-discipline and based on praise and reward.

It is consistent in that we all, as a staff, understand the necessity for mutual support and uniformity of approach, and also that we do not compromise our principles.

It is fair in that we manage behaviour without prejudice and that discipline is seen to be fair by the children.

There is collective responsibility for behaviour management within the school. Effective leadership from the Head teacher and senior staff is essential. Standards are agreed and consistently applied.

Good relationships between staff (teaching and non-teaching) and children are crucial in establishing and maintaining consistently high standards of behaviour. Our care of children is based on kindness, respect and understanding of their needs.

There is good communication between staff about individual behaviour problems and there are agreed procedures within school for dealing with behaviour problems. All staff are aware of these procedures and make use of them as appropriate. Support agencies are used effectively.

Staff should give guidance and support to children by:

- establishing expected standards of behaviour, speech and dress
- leading by example. Modelling the standards of courtesy that they expect from pupils. Co-operating and supporting each other and generally fostering an atmosphere of courtesy and consideration
- making the rules for classroom behaviour clear to the pupils from the first lesson and explaining why they are necessary
- reinforcing good behaviour using rewards and privileges
- being fair and consistent with praise and sanctions
- encouraging children to take increasing responsibility for their own behaviour
- giving children strategies for resolving difficult situations
- not labelling children i.e. the behaviour is bad, not the child
- being approachable and friendly
- reacting to children's concerns consistently and positively
- ensuring the health and safety of all concerned at all times
- liaising with and supporting parents when necessary

We recognise that the quality of the curriculum we offer and the effectiveness of our teaching and classroom management is a significant determinant of pupils' behaviour. Lessons are planned to keep pupils interested and minimise the opportunities for disruption. Attention is given to such basics as furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere. There is a high emphasis throughout the curriculum on social education.

We have high expectations of the children both in terms of learning and behaviour. However, some children do test the boundaries of acceptable behaviour and we are aware that our success is tested not by the absence of problems but by the way we deal with them.

A successful behaviour and discipline policy is dependent upon a consistent approach by all adults working in school. It is essential that the teaching staff offer support to teaching assistants, dinner ladies, kitchen staff, secretary and caretaker by:

- Making them aware of the school policy.
- Establishing what is unacceptable behaviour and what is praiseworthy.
- Letting the children see that you are in close communication with all members of the school community and sharing the same rules and expectations e.g. assembly, breakfast club and playtimes.

### **Expectations Teachers Have of Children**

#### **ATTITUDES TO AUTHORITY**

Respond positively to instructions/requests.

Comply with established and reasoned routines.

#### **ATTITUDES TO LEARNING**

Be prepared to learn.

Settle quickly to tasks.

Work conscientiously and to the best of their ability.

Listen to and follow instructions.

Remain on task.

Show initiative.

Self reliance.

To develop self motivation and independence.

Be able to work with others, supporting one another.

To be aware of their own Learning Style.

#### **COMMUNICATION/MANNERS**

Consistently show respect for other people.

Be helpful, caring and co-operative towards each other.

Listen to others and respect their point of view.

Avoid causing upset and distress to others.

Understand that their actions (positive or negative) have consequences and they have to be prepared to accept this.

Exercise control e.g. waiting your turn, being aware of the needs of others.

Be polite.

Demonstrate good manners at all times.

Be honest.

Consider their actions.

#### **MOVEMENT**

Arrive and depart school and class on time and quietly and sensibly.

Only come into school when given permission to do so.

Walk in and around school moving in a safe and orderly way at all times.

#### **SCHOOL SAFETY/SECURITY**

Use school equipment properly e.g. no rocking on chairs.

Respect and look after own, others and school property.

Use the toilets properly and at the correct time.

Pick things up e.g. coats, pens and pencils, litter etc.

Tidy up and put things away in the right place.

Have notification from parents excusing children from P.E. and outdoor play.

Be aware of and observe class rules for handling equipment and tools.

Be aware of security measures in regard to external doors, playground rules and strangers.

Come into the school grounds by appropriate entrance.

Never cross the car park without an adult.

### **How we can ensure our expectations of pupils are met**

#### **Rewards**

For most of the time children behave in completely desirable ways. Our policy is to encourage good behaviour rather than to place the emphasis on bad behaviour. Staff highlight (often to the whole school) all aspects worthy of praise, both academically and behaviourally. A wide range of positive strategies are used to encourage the children to behave well.

- tokens will be used as a reward for good behaviour and academic achievement. These tokens are then entered into a prize draw at the end of the week.
- a 'Star of the Week' will be given in each class for academic achievement
- golden time is to be used as a reward for good behaviour

### **Sanctions**

When behaviour problems occur, we try to listen to the children and endeavour to establish the facts but this is not always an easy matter. When staff are certain of the facts, judgements can be made and rules applied firmly and fairly.

All staff share responsibility for dealing with disciplinary problems. In the first instance, if staff become aware of a problem, it is the responsibility of that person to deal with it. In the vast majority of cases the teacher at the point of contact should be able to deal with a problem whilst knowing that there is a follow-up system in place for more serious difficulties. In the case of a persistent problem it should be referred to another colleague or Team Leader. If the problem still persists the Head teacher should be involved. Hummersea Primary uses a range of strategies to deal with inappropriate behaviour. These include:-

- non-verbal communication
- removal of a set piece of 'Golden Time'
- loss of Playtimes and Lunch

### **Outside Agencies**

Continued unacceptable behaviour may need referring to one of the outside agencies used by the school. The behaviour should however be carefully monitored within school first. The following agencies may be able to help in certain cases;

- Behaviour Support Service and Learning Support Service
- Educational Psychological Service
- Education Welfare Officer
- Social Services

In some cases children may be referred to their G.P.

If a referral is thought necessary, it should be discussed with the Head teacher and SENCO. When behaviour is significantly affecting a child's learning or social interaction, the child should be placed on the SEN register.

Outside agencies work directly with individual children, with groups of children or whole classes and give advice and support to staff and parents. They also undertake in-service work with staff.

### **Communication with Parents**

Parents should be informed about what the school expects in terms of behaviour and what will happen when that behaviour falls below an acceptable level. In discipline matters, a relationship of mutual support, trust and respect should exist between home and school. In asking for parental support it is an important part of our role to keep parents regularly informed and involved. Parents need to be informed about the steps that have already been taken, the action plan for the future and exactly how they as parents can best support their child.

Parents may be referred to the Educational Psychology service, E.S.W. and B.S.S. for direct advice and support.

### **Bullying**

Bullying is a deliberate and premeditated attempt to hurt, threaten or frighten someone. It may take the form of physical, verbal or mental abuse. It can be overt or subtle intimidation. It may take the form of excluding an individual from a group which can also be a very hurtful experience.

All bullying is aggression, either physical, verbal or psychological. Bullying in the form of emotional or psychological aggression is less visible to us as teachers, but very painful to the victims.

All incidents of bullying are taken very seriously at Hummersea Primary School. Tackling it is one part of making the school a happy place for everyone. Silence and secrecy nurture bullying, so we try to foster openness in our school. The children need to know that they can trust us in our actions against the problem. Children and parents are actively encouraged to report any bullying behaviour to the child's Class Teacher or the Head Teacher. The bully relies on the victim being too frightened to tell anyone about the bullying. 'Do not suffer in silence', is the message that must be constantly reinforced in class work and on an individual level. These subjects are sympathetically dealt with in the RSE curriculum. In addition, a common theme in assemblies is the importance of showing respect towards others. In other words it is our policy to prevent bullying.

We try to be watchful, and observe the social relationships between our pupils, so that we know what is happening in our school. We will attempt to contextualise all situations before taking steps to address bullying. However, some forms of bullying can be difficult to detect and we can only deal with what we know about.

It often takes a lot of courage for a child to speak out against a bully. Children and parents must have confidence in the school's approach to bullying. Therefore it is extremely important that all reports of bullying are thoroughly investigated and that action is taken if necessary.

Bullying may be dealt with in a number of ways.

- The bully may be urged to accept responsibility for his/her actions and the consequences. Saying 'I was only playing' or 'it was just a bit of fun' is often a bully's way of rationalising their behaviour. He/she must be made aware of the pain and suffering caused.
- Children who have difficulty controlling their aggressive behaviour should be given strategies for dealing with it e.g. to be made aware of a place where they are allowed to withdraw to, simply to 'cool off'.
- Vulnerable children may be taught strategies to deal with bullying situations, particularly name calling and taunting.
- The bully and the victim may be brought together to discuss the incident, any reasons behind it and ways to improve the situation. This may simply be an agreement that the bully will leave the victim alone. We cannot insist that the victim and the bully become friends, just that they live and work peacefully alongside each other.
- The victim may prefer that the problem be tackled anonymously. The problem can be explained to the class group without naming names or attaching any blame. Group members can suggest ways in which the victim can be made to feel happier. This will need monitoring to see how things are going for the victim and the bully.
- Reacting aggressively or punitively can give the message that it's all right to bully if you have power, so if a punishment is really necessary explain what it is and why it is being given.
- If a child is involved in persistent acts of bullying or particularly aggressive behaviour, his/her parents must be informed about the nature of the incident, the action that has been taken, and the reason for doing so and what they, as parents, can do to reinforce and support the action that has been taken.

However, the incident is dealt with, it is good practice to tell the victim or his/her parents what has been done. They will be reassured to know action has been taken. They must also be urged to keep staff informed if the bullying reoccurs.

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Next Review - February 2024