



New Haw Community School



BEHAVIOUR POLICY



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 are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus 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.

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 realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote good behaviour, 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 contribution 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 avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and 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 teacher 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 should be organised to develop independence and personal initiative. Furniture should be arranged to provide a environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. 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 enthusiasm and active participation 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 good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

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 should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- 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. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Team Points

All children are allocated to a 'house', Red Griffins, Blue Hippogriffs, Green Dragons or Yellow Phoenixes, when they enter the school. One or two house points can be awarded by staff to children for good behaviour or work. Scores are announced at assembly weekly, and the winning house is presented with a trophy at the end of the year.

Headteachers Award

Each half term staff choose one child from each class to receive this award. The award is for sustained effort or work during the relevant half-term period. The awards are made at assembly and reported in the school newsletter.

Certificate Presentation

At the end of each school year approximately four or five children from each class are chosen to receive a certificate. The certificates are awarded for sustained effort or work during the school year. Children who received a headteacher's award during the year are also eligible to receive a certificate. The certificates are presented during the last week of the Summer Term. In addition to these certificates a wide range of rewards e.g. certificates, sports medals are awarded for contributing to the sporting life of the school

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and

stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment 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 punishment.
- Group punishment should be avoided as they breed resentment and are unfair.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the senior teacher and eventually the headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is proportionate to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the SENCO, Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. 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. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Strategies to Ensure an Anti-Bullying Ethos

Creating positive relationships between all members of the school community and maintaining a success culture provide important foundations for establishing an anti-bullying ethos in school. However to ensure that all aspects of bullying are constantly challenged it is also important to actively address bullying through Personal and Social Education (PSE) and to ensure that all complaints about bullying are processed effectively.

Strategies to Ensure an Anti-Bullying Ethos Through Personal and Social Education (PSE)

Actively encourage children to talk about bullying, not only in the classroom, but on an individual basis. ***They need to know that it is OK to speak to someone they can trust.*** This message can be reinforced through assemblies, circle time or any curriculum area where an opportunity may arise eg Literacy or Religious Education. Other strategies to encourage an anti-bullying ethos are listed below:

- Create opportunities for expressing feelings and resolving conflict in the classroom, particularly following an 'incident'
- If possible set aside time regularly to discuss how the class is getting on together and if necessary explore the nature of any difficulties between pupils
- Allow opportunities for the peer group to develop positive listening and communication skills. This will allow for the safe expression of negative emotions which might otherwise threaten the group's cohesion
- Create opportunities to discuss hypothetical cases of bullying and allow the children to rehearse likely outcomes. Acting it out could give bullies insight into their actions and help victims see how they might avoid bullies, or deal with them more assertively
- If a particular bullying issue persists (ie repeated name calling) consider the use of peer group disapproval to influence the bully. Peer group disapproval is a powerful disincentive for any form of anti-social behaviour. This can be achieved with a class during circle time or during assembly with large groups.

Procedures for dealing with bullying incidents

Once an allegation of bullying has been made it is very important that it is dealt with immediately. The victims and bully should be interviewed both separately and together. Any potential witnesses should also be interviewed and a record kept of their observations. If the bully has not been reported for a similar offence before then a reprimand along with a clear reinforcement of school policy will suffice. If the bully has a history of similar offences please report the incident to a senior teacher/headteacher who will ensure that the bully is reprimanded in the presence of his/her parents.

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