

# **Hipsburn Primary School**

## **Behaviour Policy**

**February 2017**



### **Hipsburn Mission Statement**

“The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual.”

## **Rational**

Our vision at Hipsburn Primary School is to have a “happy safe and welcoming school.” We believe that our Behaviour Policy is a key document to support the achievement of this vision. Our aim is to provide a secure environment which encourages respect for people and property where positive behaviour promotes positive learning.

At Hipsburn Primary School we will help children to develop respect and responsibility for themselves, others, property and the environment. This will be evident by children demonstrating an understanding of the rules and conventions of the school, particularly which behaviour is and is not acceptable. As children mature they should also demonstrate an awareness of, and consideration towards, the needs and feelings of others and exercise increasing levels of self-discipline.

We expect the highest standards of behaviour possible within each child’s capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social and moral education into the school curriculum. We will help children achieve this by providing clear boundaries and guidelines for them, we recognise the crucial role of parents working in partnership with us.

### **Through this policy we will aim to:**

promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all;

develop self-esteem and self-discipline;

promote understanding of and respect for others and a regard for safety and well-being;

provide a consistent approach by all adults working in school;

promote the children’s respect for their own and other people’s property and the environment;

foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion;

promote children’s spiritual, moral, social and cultural development throughout their school life;

help children develop a clear and acceptable view of what is right and wrong;

promote firm action against all forms of bullying;

promote firm action against sexism

promote firm action against all forms of racism;

promote firm action against all forms of intolerance to minorities

handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way;

actively teach positive behaviours – both discreetly and within lessons for example PSHE and during interventions.

actively promote learning behaviours

## **Guidelines**

The behaviour and discipline policy of Hipsburn Primary School depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures. In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

## **Adults in school**

We believe that adults are responsible for:

modelling thoughtful, caring behaviour;

showing consistency in the way school rules are applied;

reinforcing positive values throughout the curriculum through Literacy ( for example moral debates), Personal, Social and Health Education, Citizenship, Collective Worship and Assemblies;

the responsibility for the conduct of children anywhere on the school premises and while supervising them out of school;

to have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust;

giving children increasing opportunities for responsibility within class and school;

encouraging children to feel responsible for their learning, to be capable of success and to reflect on their progress;

recognising and praising good behaviour;

- to set high expectations of behaviour which are explained to the children;
- to present a consistent approach which makes expectations clear;
- to listen to the children; encourage them to reflect upon their actions and possible alternatives;
- to provide children with positive role models;
- to establish and reinforce clear and consistent boundaries;
- to provide a stimulating school environment, an appropriate curriculum and suitable playground activities;
- to nurture children who may at different times through their school life need 1:1 or small group support.

### **Working with parents and carers**

Positive home / school liaison and good community links will be promoted.

Parents will be informed of good as well as inappropriate behaviour (for example certificates in Celebration Assembly).

Parents will be involved at an early stage of particular difficulties with individual pupils.

Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.

We aim to involve parents through the home/school agreement which will be shared with parents each September.

### **Managing serious behaviour**

At Hipsburn we define bullying behaviour as any behaviour that is intended to make someone feel embarrassed, uncomfortable, sad, hurt, frightened or put down and it goes on and on. Bullying can be defined as “Several times on purpose” – STOP. When bullying occurs, it is discussed with the children involved and they are encouraged to try to understand each other’s perspective. The bullied child is given some control of the situation e.g. helping to decide on sanctions. It is very important that children are consulted periodically, following an incident of bullying, to ensure that the situation has fully “healed”. Children are taught to identify and seek advice for bullying behaviour, including cyber bullying.

Bullying, harassment, racist and sexist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment, racist and sexist behaviour

and act promptly and firmly against them. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress.

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. This is part of the Headteachers Report which is shared with the Full Governing Body. The Governing Body will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services for example the Special Educational Needs and Disabilities (SEND) Team, and / or Children and Young Persons Services (CYPS) will be contacted and liaison between all parties will be maintained through an Early Help Assessment (EHA). Individualised behaviour plans are implemented and monitored regularly.

## Rewards and Sanctions

We believe that the need for sanctions can be minimised by recognising and celebrating thoughtful, caring behaviour. We all thrive with praise and enjoy success so our first approach is to reinforce positive behaviour.

Other strategies for positive reinforcement include:

- Non-verbal recognition
- Verbal recognition
- Personal greetings
- Morning meeting
- VIP of the week
- Class recognition
- Other class recognition
- Head teacher recognition
- Assembly recognition
- Parental recognition
- Class rewards e.g. marbles to trade for treats
- Smiley faces
- Stickers and stars
- Certificates
- Awards assembly

To promote courteous behaviour and positive attitudes to learning we have a team award system with a nautical theme.

Children from Reception upwards are organised in four crews that reflect a balance of skills and aptitudes in each class. Siblings are always in the same crew. Crews strive to work together to achieve high standards. Individual children are awarded a 'jewel' by any member of staff and they are counted up each Friday. Each week the winning crew are recognised in Celebration Assembly. The winning crew is announced on the website each week.

At the end of each half term, the crew with the highest mast points earns the Hipsburn Star and a special reward e.g. games in the Log Cabin or the choice of watching a film.

## **Sanctions**

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions.

Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free/golden time, loss of playtime / lunchtime (an agreed amount of time), moving to sit alone, time in a paired class, letter of apology or loss of responsibility.

All staff is responsible for recording significant breaches of the rules in the Incidents Book that is stored in the staff room. Guidelines for making notes are given in the book.

Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged via SIMS by the Office Manager.

## **Consultation**

This policy was reviewed and developed by staff in the Spring Term 2017.

## **Linked Policies**

Hipsburn guide to self-esteem

Hipsburn Home School Agreement

LA Policies and guidelines for Anti-Bullying, Discipline, Exclusion

Responsible member of staff: Kevin Moloney

Responsible Governors: Strategy Committee

Approved by FGB 7/2/17