



BISHOP HOOPER CE PRIMARY SCHOOL

BEHAVIOUR POLICY

Introduction

We recognise that in order to be effective our policy must be understood and practised by all our staff. Our policy will be reviewed at least every two years to take account of changing circumstances.

Mission Statement

- We value the partnership between the home and school and seek to build on it for the benefit of the child.
- We endeavour to provide positive role models in the way we communicate with children and expect them to adopt these ways.
- We aim to promote Christian values within the school and to encourage in children a sense of decency, commitment, self-reliance, responsibility, respect for others and a healthy self-esteem.
- We strive to promote teaching of the highest quality so that each child can fulfil his or her full potential.
- Our aim at school is to provide an environment in which the children can live and grow emotionally, socially, spiritually and intellectually and help them cope with the ever-changing demands life will make upon them.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, support staff - teaching assistants, dinner supervisors, administration staff, children and governors, based on a sense of community and shared values.
- To apply positive policies to create a caring family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour rather than simply punish bad behaviour by providing a range of rewards for the children throughout the school.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner to achieve an improvement in behaviour.

Classroom guidelines

The children and teacher in each class draw up and agree their own guidelines for behaviour in September. This is called the 'Class Charter'. Staff and pupils have also worked together to devise a set of general school rules:

Bishop Hooper 'Golden Rules'

Always walk quietly around our school

Be polite, respectful and kind to others

Always do your very best

Look after property – respect your own and that of others

Be proud to belong to our school and let the school be proud of you

Procedures for moving around the school.

Children should walk quietly around the school and to and from the building, entering appropriately. Children not moving appropriately should be asked to go back and try again. All staff, teaching and ancillary staff are to be encouraged to ensure that this procedure is applied both strictly and fairly.

Mobile Phones

Children are not allowed to bring mobile phones to school. At primary school age, they are not necessary as school holds emergency contact numbers for all parents/carers and, on the rare occasion that a pupil needs to contact home, the school administrator will always make the call. The only exception to this is at the annual 'SATs Party', when Y6 pupils are allowed to bring in mobile phones and other devices such as tablets, I Pads etc. These are handed in to the Headteacher as soon as the children arrive at school and kept in a locked office, until they are returned to the children in the hall, at the party.

Playground and Field Rules and Procedures

Do:

- Help everyone to enjoy break time.
- Go to the toilet and wash your hands on the way out.
- Stop playing when the bell is first rung, return all the equipment to the boxes and line up in 'House' groups.
- Use the quiet area along the verandah of the school for reading, talking and playing quiet games.
- Show respect for other children and adults, both staff and visitors, at both break times and whilst moving around the school at other times.
- Go on the field if told by the person on duty that you may.
- Play sensibly.
- Use equipment sensibly.

- Take care and play gently together.
- Be friendly and kind to others
- Use suitable language in school
- Be aware of the feelings of others

Note: A record will be kept in a 'log book' of all bullying and any hate-related incidents or comments made by anyone on site. This is kept in the Headteacher's office. Any hate-related incidents will be recorded on a separate form and reported to the Local Authority.

REWARDS

- Praise the individual at the time (may be appropriate not to say it to individual in front of whole class).
- Report to class teacher (support staff) so that the pupil can be praised and rewarded verbally in class.
- Send to Mrs Phelps to show work and be given praise
- Give a house credit.
- Fridays are for rewarding Bishop Hooper Stars in our Celebration Assembly for notable behaviour, effort, politeness, and good work.
- Individual 'reward' systems for named individuals on school approved and supported behaviour programmes.

Sanctions

- Verbal intervention, 'advice' and 'support' followed (if necessary) by a warning.
- Where necessary an apology to the victim (verbal or written)
- Withdrawal from the game or equipment for that play time
- Loss of free time such as playtimes (no child to be left unsupervised out of adult view)
- Moving to sit alone
- Sending work home to complete
- Send to Mrs. Phelps or, in her absence, another class teacher, for an appropriate length of time either inside or out. Note: No children to be in the classrooms unsupervised. If a teacher merits that children need to (or want to) stay in to work or prepare an assembly then that teacher should ensure that an adult is present to supervise that activity.
- If unacceptable behaviour is repeated:
 - telephone call to parents/carer
 - letter to parents

If poor behaviour is frequently repeated the pupil will require an individual Behaviour Plan. To include:

- star charts
- home / school liaison book
- involving outside agencies e.g. Educational Psychologist or the Behavioural support team.

If these strategies have no effect than exclusion may be considered in line with Shropshire LA procedures.

Physical Intervention

On the extremely rare occasion that a child may violently attack another child or adult and does not respond to requests to calm down, then appropriate physical restraint is necessary.

If a child is in danger of harming self or another person, then physical restraint is necessary. All members of staff have received specialist MAPA training in using appropriate de-escalation techniques and, as a last resort, physical restraint, by the Crisis Prevention Institute (CPI) in September 2013. Any incident must be recorded.

These techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

The head teacher will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies – social services, psychological service, behavioural support services e.t.c.

Tips For Managing Behaviour

1. Work at having a friendly, positive, supportive relationship with children you work with.
2. Use worship time to reinforce positive relationships linked to our school Christian values.
3. Keep children busy with things they enjoy
4. Catch them being good. Notice good behaviour and praise it.
5. Be on the lookout for problems before they develop. Try to divert them into more positive behaviour before trouble starts.
6. Know the school rules so that you can be clear and consistent about unacceptable behaviour.
7. Know what sanctions can be used, but only use them as a last resort. A quiet word might be enough.
8. Keep Calm. Shouting or losing your temper makes you look weak, and spoils your relationship with children.
9. Try not to humiliate children by telling them off in public.
10. Try giving support rather than using sanctions. Use 'time out' to give a child a chance to calm down then discuss and resolve things. The need for a sanction might evaporate.
11. Discuss problems with colleagues so that staff can all support each other in helping children with difficult behaviour.

FOUR LEVEL PLAN FOR DISCIPLINE-

SMALL STEPS APPROACH

LEVEL ONE	
Tactical ignoring Simple direction Deflection (take mind off it) Diffusion (humour) Blocking (stick to issue) Visual Prompts Time in	Examples: “Hang up your coat Fred - thanks.” Time out in classroom Humour Secondary behaviour reaction.
LEVEL TWO	
Repeated simple direction Rule restatement Question & feedback Taking a student aside	As for level 1 “You know the rule - we work quietly in this class. Use it thanks.” “What are you doing?” “What should you be doing?” Back to work then, thanks.”
LEVEL THREE	
Choice Consequences Time out in classroom	You have the choice, - either..... I gave you the choice, now you will work over there.....
LEVEL FOUR	
Exit	Time out Alone in a quiet part of a colleague’s classroom or if more serious, HT office. A time limit must be given to the pupil during which they contemplate their misdemeanour and prepares his/her re-entry contract back to the classroom. E g identifies which part of the school code has been broken, suitable apology etc.

Parents and Carers

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents/carers, teachers and children.
- By discussing the school rules with their children, emphasising their support of them and assisting when possible with their enforcement.
- By discussing with their child, signing the Home /School Agreement and returning it to school.

- By attending parent/carer meetings, functions and by developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff will deal with behaviour problems patiently and positively.

This policy will be published on the school web site and at least once in every school year, steps will be taken to bring it to the attention of all pupils, parents and staff who work at the school:

Every September, all staff will be given a copy of the Behaviour Policy; all pupils will be reminded of the school rules and work on establishing a 'Class Charter' together; all parents will be reminded of the Behaviour Policy through the school newsletter.

Person responsible:	Mrs. Kerri Phelps
Date policy adopted:	November 2009
Date last reviewed:	June 2016
Date for next review:	June 2018

Signed(Chair of Governors)

Bishop Hooper Butterflies Behaviour Management Policy and Procedure

Early Years Foundation Stage overarching legal requirement:

“Providers are responsible for managing children’s behaviour in an appropriate way. Providers must not give corporal punishment to a child.” (EYFS Welfare requirements, 2014)

Statement of Intent:

Bishop Hooper Butterflies Pre-school we believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to help children develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We believe that children respond best to positive behaviour management and consistency. We endeavour to work in harmony with parents to meet the individual needs of children.

Procedure:

Children observe and learn from those around them, therefore it is imperative that all adults will try to provide a positive model for the children with regard to friendliness, care and courtesy and children should be encouraged to negotiate by adults offering and discussing appropriate strategies for handling conflict.

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults.

All adults in the pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. We have a display of rules which was completed with the children.

Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.

We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Undesirable behaviours:

Any type of verbal abuse, including highlighting aspects of another child’s appearance, or their racial/cultural background in a derogatory way.

Strategies to encourage positive behaviour:

Staff will praise and promote positive behaviour through verbal praise, body language, rewards and reward systems, for example stickers.

Staff are positive role models.

Children are encouraged to share and take turns and for those who need a visual aid, we have sand timers available.
Children are encouraged to listen to other's ideas and experiences
Staff provide a varied multicultural curriculum to the children's understanding and knowledge of the world is broadened
Staff encourage children to include others in their activities so that no individual feels excluded

When children behave in unacceptable ways:

They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of "time to reflect" with an adult, offering the opportunity for the child to calm down and contemplate their behaviour and the consequences for themselves and others.

Children will never be sent out of the room by themselves.

Any form of physical punishment will be neither used nor threatened, this type of behaviour from an adult or a child is not acceptable within the pre-school.

Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.

Withholding snacks or drinks is not acceptable.

Physical restraint, such as holding, will be used only to prevent personal injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the carer informed the same day.

In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Adults will not shout, or raise their voices in a threatening way.

Adults in the pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

Recurring problems will be tackled by the whole pre-school, using objective observation records to establish an understanding of the cause.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

The Pre-School recognises that we all have our "off days" including children. Staff will consult with the area SENCO when needing advice on behavioural strategies.

Our Behaviour Coordinator is Claire Nash

DATE POLICY ADOPTED: September 2015

SIGNATURE: Claire Nash

POSITION: Behaviour Coordinator

DATE OF REVIEW: September 2017

Bishop Hooper Butterflies Unacceptable Behaviour policy

Unacceptable behaviour involves the persistent physical or verbal abuse of another child or children. We take unacceptable behaviour very seriously at Butterflies

If a child displays unacceptable behaviour:

We intervene to stop the child harming the other child /children.

We explain to the child displaying the unacceptable behaviour why his/ her behaviour is inappropriate.

We give reassurance to the child /children who have been upset.

We help the child who has displayed the unacceptable behaviour to say sorry for his / her actions.

We do not label the children who display the unacceptable behaviour.

When children display unacceptable behaviour, we discuss what has happened with their parents and work out with them a plan for handling their child's behaviour; and

When children have been upset by another child, we share what has happened with their parents, explaining that the child who displayed the unacceptable behaviour is being helped to adopt more acceptable ways of behaving.

Cyber bullying is not acceptable at Butterflies and this behaviour is not condoned. If someone is found to be displaying this behaviour, necessary steps will be taken and the committee will be informed.

If a member of staff when dealing with a child /children does so in an unacceptable manner then the committee will follow procedures set out in our equal opportunity and complaints procedures.

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