



High View Primary Learning Centre Behaviour policy



At High View Primary Learning Centre we seek to create an environment in which effective teaching and learning can take place. In addition we develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.

Aims

In order for there to be an ethos of positive behaviour in school, the school aims for:

- 1) **Good relationships with mutual respect between pupils and adults**
- 2) **Teachers' high expectations of pupils academically and socially;**
- 3) **Curriculum and teaching methods well matched to pupils' needs;**
- 4) **The nurturing of pupils growing maturity and self-esteem.**

To enable our aims to be met and our vision to become a reality we recognise the need for shared codes of conduct at whole school and classroom level.

Golden Rules

The school adopts a set of Golden Rules. These are:

- **Be gentle**
- **Listen to people**
- **Work hard**
- **Look after property**
- **Be honest**
- **Be kind and helpful**

All classes must participate in the generation of and have ownership of their own classroom rules. These dictate the ethos and expectations of behaviour in individual classrooms and support the school's Golden Rules.

Expectations of behaviour outside are outlined in the Playground Rules. Expectations of behaviour at lunchtime are also set out in the lunchtime rules.

Circle Time

Circle Time provides a perfect vehicle to share children's concerns and to address these in a communal way. Positive behaviour is supported through various activities based on the programmes suggested by Jenny Mosely. All classes in school experience circle time on a weekly basis.

Golden Time

As a reward for good behaviour and keeping the Golden Rules all children in school have the opportunity to choose an activity that they engage in for 45 minutes on a weekly basis. The activities are variable and are influenced by the children through the school council.

General Considerations

- The approach we take to the behaviour of pupils at High View was developed by the senior leadership team, teachers, teaching assistants, governors and pupils. Parents were consulted and their views were taken into account.
- Close co-operation with parents is essential; every possible effort should be made to encourage their support and understanding. Staff are expected to work with parents in a partnership to support the promotion of high standards in the children's behaviour. Any parents who feel unable to cope with their child's behaviour will be offered/ should seek advice from the school's parent support advisor and/ or the school nursing team.
- Poor behaviour can also stem from personal problems or home difficulties. Therefore adults in school need to form a trusting and stable relationship with the children in order to provide pastoral support. When necessary, we liaise closely with external support services such as Educational Welfare, Psychological, Social and Community Services and the police so that this background of understanding of the needs of the child and the provision of the right support can be achieved.
- Pupils are more likely to accept the school's code of behaviour if it is clearly understood, consistently and fairly applied and shown to be reasonable. Children are confused by too much variety of attitude and expectation. Accordingly, acceptance and implementation of school's policy by all staff is important.

Team Points System

At High View we operate a team point system.

We never take away Team Points.

All children are members of one of the five houses –
Leading Lions,
Champion Cheetahs,
Terrific Tigers,
Perfect Panthers,
Cool Cougars.

Children are awarded team points as a positive reward in any situation in which they are deserving of praise.

At the end of each half-term, the team points are collected and totalled and a reward is given to the winning team.

Rewards

Our emphasis is always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

Praise is given in many ways and, without any attempt to put this into value order, includes; a quiet word or encouraging smile, a written comment on pupil's work, a reward sticker, a visit to the head teacher for a head teacher's award, awarding team points, a public word of praise in front of the whole class or year group, public acknowledgement by giving some special responsibility, public acknowledgement in special mentions, informing parents of some action or achievement deserving praise or a phone call home.

In Key Stage One the children have individual merit cards and are awarded merit stamps in recognition of good behaviour. They collect these stamps in order to achieve bronze, silver and gold award. A bronze award achieves a certificate; a silver award earns a pencil and the gold a book.

In Key Stage Two children are rewarded at the end of each half-term through 'P.R.I.D.E awards which are for overall achievements and success postcards for academic achievements' which are awarded by their class teacher. They also have Always Certificates for pupils who always follow the Golden Rules. These are then taken home to share success with parents.

All P.R.I.D.E Awards are celebrated in Key Stage assemblies prior to being taken home.

Special Mentions Assembly

Each week we celebrate the children's behaviour in a whole school assembly. Teachers nominate one child from the class each week. During the assembly, the nominated child is presented with a trophy that they keep for a week and they are also given a certificate bearing their name which is taken home.

Sanctions

We operate a Traffic Light System in school. Each class has a traffic light display which is visible to children and within their reach. It will be used as follows:

- All children begin each day with their name label/ photograph (where appropriate) underneath the traffic lights.
- If a child displays inappropriate behaviour, they are given a verbal warning about that behaviour
- If there is repetition of poor behaviour then the child's name is moved next to the green light.
- If a further incident occurs, then the child's name is moved onto amber. At this point the child will spend ten minutes in the behaviour room/ miss part of the next playtime.
- If another incident occurs whilst the child's name is moved onto red and the child will lose some of their Golden Time (up to a maximum of 45 minutes) based on the teacher's discretion. (this can be earned back)
- If a child receives a further red then they will spend a set amount of time in the behaviour room/ miss part of the next playtime in addition to being taken to the member of the Senior Leadership team who has the responsibility for that child's age phase. At this stage the member of staff will speak to the parent support advisor and the child's parents as appropriate to the situation.
- A child's name will be taken off the traffic light and placed back onto the starting area after each session in key stage one and after lunch time/ home time in key stage two
- A record book will be kept in the behaviour room which will be maintained by a member of the senior leadership team.
- There is also an agreed list of behaviour which takes the children directly to red (see Appendix One). Although staff will use their discretion based on their knowledge of the child and the situation.
- Children will only be placed in the Behaviour room at playtime for inappropriate behaviour and **not** for other issues such as not completing homework.
- Children have a positive place to go for the 'Always Pupils' throughout the week so they are praise for following the Golden Rules and when they have done something above and beyond what is expected.

Lunch time procedures

The stages for the time out area are very similar to how the traffic light system works within learning time. Here are the stages:-

- If a child is spoken to once about the behaviour, it is classed as a first warning.
- If there is a concern about their inappropriate behaviour then they will be sent to see Lisa Hibberd or Rachel Levitt regarding their inappropriate behaviour. This is then passed to class teacher
- If there is any violence towards another child then they will be sent to a member of the SLT straight away where the child will be spoken to about their behaviour and have time out there. The child will then be sent to the behaviour room in the afternoon due to the severity of the incident.

Nursery and Reception Behaviour System

All the children will have their picture on the sunshine at the start of the session to show they are all behaving well.

If a child is spoken to about inappropriate behaviour or repeated behaviour e.g. not sitting properly, not looking after the resources properly, then their face will be moved to rain cloud but the child can move back to the sunshine if positive behaviour is shown.

If the behaviour is deemed inappropriate for their age then the child will then be sent through to the either FS leader or another member of staff with the card. During this thinking time the adult will spend some time discussing what has happened so they are reflecting on their behaviour and actions.

If a child behaves in a positive manner then their face will be moved to the rainbow so that any other member of staff can make a positive reaction to their behaviour.

Expectations for positive behaviour off the school site

At High View Primary Learning Centre we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school such as educational visits, sporting events, behaviour on the way to and from school and behaviour when wearing the school uniform in a public place.

Equal Opportunities

All children are treated equally regardless of gender, race, disability or ethnicity. This means that all children have access to the same reward and sanction systems.

However, where necessary, amendments and modifications to the systems may be made. Our policies have the advantage of consistency but we will always make reasonable adjustments for pupils' special educational needs. Therefore, when adults deal with inappropriate behaviour we accept that there will be circumstances in which some pupils may be treated differently from others and we will take account of these individual pupil needs when applying sanctions.

Documents used:

The policy complies with Section 89 of the Education and Inspections Act 2006.

Review

November 2016

This policy will be reviewed in two years, if not sooner.

Approved by the Governing Body on _____

Chair of Governors _____

Head teacher _____

Appendix One

Inappropriate behaviours that would cause a child to move onto the amber light

- Being rude
- 'Silliness' or inappropriate behaviour
- Talking when others are talking (including in assembly)
- Name calling
- Inappropriate language
- Not getting on with work
- Disrupting others' learning
- Shouting out in class

Inappropriate behaviours that would cause a child to move directly to the red light

- Bullying
- Fighting
- Deliberately hurting another child
- Putting others at risk
- Deliberately damaging property
- Racist incidents or comments