

High View Primary Learning Centre



Policy:	Behaviour	
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Contents:

Section	Heading	Page
1	Intent and Aims	3-4
2	Legislation and Guidance	5
3	Roles and Responsibilities	6
4	Implementation: Organisation/Planning/Inclusion	7-9
5	Impact: Monitoring arrangements	10
6	Links with other policies	11
7	Appendices	12-15

1. Intent and Aims:

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 Values

The school adopts a set of Golden Values (previously known as Golden Values). 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 values. These dictate the ethos and expectations of behaviour in individual classrooms and support the school's Golden Values.

Expectations of behaviour outside are outlined in the Playground Values. Expectations of behaviour at lunchtime are also set out in the lunchtime values.

Due to the Golden Values (previously known as Golden Values) being embedded into the school ethos and vision, the pupils and staff have implemented 6 characteristics to demonstrate becoming the best they can be. These are:

Motivated
Independent
Resilient
Tolerant
Responsible

Respectful

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 Mosley. All classes in school experience Circle Time on a weekly basis.

Golden Time

As a reward for good behaviour and keeping the Golden Values, all children in school have the opportunity to choose an activity that they engage in for 30 minutes on a weekly basis. The activities are varied and are influenced by the children through the School Council.

2. Legislation and Guidance

- The policy complies with Section 89 of the Education and Inspections Act 2006.
- The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

3. Roles and Responsibilities

- 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, or 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.
- Educate the pupils to understand the importance of being a positive citizen through the teaching of relationships, sex and health education (RSHE) which includes learning aimed at developing the understanding of respect, tolerance and responsibility of accepting differences and behaving in the most positive way to all.
- Ensure children are equipped with knowledge of key concepts, such as child sexual exploitation, child criminal exploitation, physical violence and peer-on-peer abuse, at a level appropriate to their age and understanding.
- Ensure that allegations of peer-on-peer abuse, sexualised behaviour and discrimination are dealt with effectively.

4. Implementation: Organisation/Planning/Inclusion

Recognition/Above and Beyond Board

At High View we operate using recognition boards. These are in all classrooms and children work towards a specific learning behaviour set. Once a child is on the recognition board they cannot be removed. This is essentially a thank you for following the behaviour objectives. It will be wiped off at the end of the session, lunch or after a day depending on the age of the children.

Children that demonstrate behaviours above and beyond our high expectations will go on the Above and Beyond board. These children will be recognised in assembly and spend time with Miss Smith.

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 pupils' work; a reward sticker; a visit to the head teacher for a head teacher's award; the awarding of postcards; a public word of praise in front of the whole class or year group; public acknowledgement by giving some special responsibility; public acknowledgement in Above and Beyond; informing parents of some action or achievement deserving praise or a phone call home.

Above and Beyond Assembly/ Golden Values Assembly

Each week we celebrate the children's behaviour in two whole school assembly. In Above and Beyond assembly teachers can nominate all children that have gone beyond our expectations each week. During the Golden Values Assembly, Teachers nominate one child from the class each week. During the assemblies, the nominated children are presented with a certificate bearing their name, which is taken home.

Sanctions

School operates based on restorative practice; this is completed through our Golden Rule reflection time. To support the pupils, they begin the day in a positive manner- understanding that each day is a fresh start.

- If a child displays inappropriate behaviour, they are given a verbal warning about that behaviour. (scripts will be used to ensure the language used is consistent).
- If there is repetition of poor behaviour then the child is quietly spoken to by the teacher reminding them of expectations and how this should look.
- If a further incident occurs, then the adult makes a discreet note that the child needs some support and to speak to them at break.
- If another incidents occurs, the child's name is recorded and the restorative discussion takes place. If further support is needed, actions will be put in place and SENDCo asked to complete observations.
- A record book will be kept in the classroom room which will be maintained by the class teacher and monitored by phase leaders, deputy head and head teacher.
- If a child is recorded three times, the class teacher will make contact with the parents and inform the phase leader to support the child. If further incidents are recorded, the deputy head will become involved and then the head teacher.
- There is also an agreed list of behaviour which takes the children directly to Golden Rule reflection time (see Appendix One), although staff will use their discretion based on their knowledge of the child and the situation.

Lunch time procedures

The stages for the time out area are very similar to how the restorative practice 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 Paling 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.

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 the child is spoken to and may have some time out.

If the behaviour is deemed inappropriate for their age or continued and prolonged then the child will be sent through to either the FS leader or another member of staff. During

this thinking time the adult will spend some time discussing what has happened so that the child is reflecting on their behaviour and actions.

If a child behaves in a positive manner then their picture 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 and 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 restorative practice.

5. Impact: Monitoring Arrangements

- Every class keeps a Golden Rule Reflection Folder which is analysed every week by the behaviour lead and more formally every term, after which the class will reflect on the Golden Values in PSHCE dedicated reflection time.
- The effectiveness of the policy is monitored through School and Class Council, through school assemblies and through PSHCE lessons.
- Mrs Darrington logs all behaviour reports and, after analysis, gives feedback to class teachers. Action plans are then made by the class teacher in relation to targets and areas of development.

6. Links to other policies

- Anti-bullying Policy
- Exclusion Policy
- PSHCE Policy
- Safeguarding Policy

Appendix One

Inappropriate behaviours that would cause a child to need restorative practice

- 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 needing senior leader support

- Bullying

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

Appendix Two

Scripts to be used when dealing with inappropriate behaviour

Name _____ you are currently breaking the rule _____

This is your first warning. If you continue to choose to _____ you will spend 5 minutes with me a playtime.

Each incident will be followed up with a restorative conversation using the restorative 5.

What happened?

What have your thoughts been since?

What are your feelings?

Who was affected and how were they affected?

What are everyone's needs when it comes to what should happen next?

