



## The Horsell Village School

### Behaviour Policy and Behaviour Principles

**Our Behaviour Policy is preventative and is based on Rights and Responsibilities.**

Every-one in the school has a **right**

- To be safe
- To respect
- To learn

**We are consistent in our principles but flexible in our approaches.**

Every-one, including parents, has a **responsibility** to make sure that happens.

#### **How**

- Establish rules and routines at the beginning of every school year.
- Agree them with pupils for the...

For example ...

<b>Rights</b>	<b>Responsibility</b>
To be safe	<ul style="list-style-type: none"><li>• To be kind</li><li>• Treat others the way we want to be treated</li></ul>
To respect	<ul style="list-style-type: none"><li>• To listen to one another</li><li>• To take care of our environment</li><li>• To show understanding of others</li><li>• Respond positively to peers and adults</li></ul>
To learn	<ul style="list-style-type: none"><li>• To be actively engaged in the learning process</li><li>• To allow others to learn</li><li>• To ask questions if they don't understand</li></ul>

**Rules, few in number, should be published in appropriate places.**

Consider modelling to the children how these rules apply to the following areas.

**Classroom**

- How to enter, how to leave, how to work, to listen, to talk, how to select and care for resources, to tidy up.

**Outside Classroom**

- Where to play and learn, how to play and learn, how to enter the building and for what reason, how to select equipment, how to care for it and how to return it to its place.

**Dining room**

- How to enter, how to eat, how to talk, how to leave.

**Corridors**

- How to travel from one place to the next.

**Toilets**

- How to enter, how to use the toilets, how to wash and dry the hands, how to leave.

**Hall (for Reflections and PE)**

- How to enter, what to do, how to do it, how to speak and listen, how to leave.

To achieve this as a school we need to be consistent in our delivery. We have set these high standards and need to be constant in upholding these standards, stopping in joint areas praising positive and good behaviour and correcting behaviour which jars with our expectations.

**Rewards**

Rewards should always take into account individual children's needs, age and understanding.

Reward should be **intrinsic**, eg based on satisfaction that the child feels for work well done, relationships well conducted, appropriate behaviour.

It should be in the form of **positive feedback** which is Specific, eg it refers to an action

**Low key** and sincere; eg avoids hyperbole (children see through 'gush')

It could be given to the whole class, the whole school, to groups, pairs or individuals.

If given to the whole class or school, it is powerful in its ability to correct inappropriate behaviour which individuals may be demonstrating.

If given to groups or individuals, it can be shared or given privately to the people concerned.

### **We record moments of significant learning which demonstrate**

- Clear 'penny-dropping'
- Process aspects of Maths and Science
- A new skill, physical, intellectual or social.

These will often be 'first time' significant achievements and will be celebrated with a marble or star of the day certificate.

### **Marble parties**

Children as individuals, groups, and as a whole class can receive marbles for improvements of any kind. These might include behaviour we want to see or acts of kindness. In 2011 we introduced the Values marbles which are given when the children display our value of the month. There are 30 Values marbles in each class.

Once a marble is given it cannot be taken away.

Once the marbles have all been given the class will discuss the party they would like. The teacher will often steer away from food parties. Individual classes can decide on the frequency and size of jar and number of marbles. It is worth discussing how this will work in your year group and subsequent changes. These should then be shared with the whole school. Marble parties are usually about 20 minutes long and we encourage the children to be active.

### **Celebration Reflections**

The schools 'Celebration Reflections' celebrates 2 aspects of school life, academic success and also behaviours or a social competency which the school wishes to promote, raise the profile of and praise. This will initially be based round the booklet 'Respect at The Horsell Village School'. This may change and be recorded in Wednesday meeting minutes if a discussion leads to staff wanting another focus.

Two children per class will be chosen every two weeks, this will be the responsibility of each class teacher. This will be shared with the year group during Year Group Reflections.

### **Star of the Day**

Each class chooses one or two children a day to be 'Star of the Day', their peers and class teacher are explicit as to why that child/children is star of the day. This is carefully monitored to ensure every child gets a turn and experiences this success. There are two certificates one which is values based and one which reflects specific steps in learning. Staff aim to make these as equal as possible, ideally one of each a day.

### **Review of Class Contract**

Initially, the class or the school's response to rules will be reviewed comparatively frequently, eg weekly or even daily.

As responses become automatic, review needs to be less frequent, but needs to take place, perhaps monthly or at the end of a half term.

## **Sanctions**

Sanctions should always take into account individual children needs, age and understanding. Please refer to 'Stages of Behaviour'.

**Correction, either immediate or deferred, is always based on certainty, not severity.**

Each stage very much depends on outcome.

**We are consistent in our principles but flexible in our approaches.**

### **Stages of effective behaviour management:**

#### **To deal with inappropriate behaviour:**

1. Positive feedback to the whole group. These acts as a reminder to the child/children showing the inappropriate behaviour without 'face' being lost.
2. A signal or private discussion with the child, reminding them of the rule. 'The rules in this class say that we always listen to one another or the teacher at gathering time.'

At this point please refer to 'Stages of Behaviour'

3. Correction ~ deferred.
4. Ask the child to stay back at the end of the session, or to come back at another time, eg lunch time.
5. Cool off.

#### **Yes they go**

If a child is highly disturbed, he or she needs cool-off time. Ask the child to cool off in a designated area, come back to work when calm, and to stay behind at the end of the session or at some other pre-arranged time. I.e. a chair away from others, book area, quiet table.

#### **No they stay**

If the child refuses to go to the cool-off area, send for the class teacher/teaching assistant and then the Headteacher. The member of staff will come immediately to remove the child. This situation will be followed by a meeting between Head and class teacher. It is likely that an individual behaviour plan will be drawn up with the parents' participation. (The IBP strategies must then be shared with all staff during the Wednesday and Friday meetings.)

6. Rebuild the Relationship.
7. Ensure that when the child returns to the class, he or she receives some positive feedback.

### **Persistent inappropriate behaviour**

This demands a team approach. Consult the Headteacher.

The child needs an Individual Behaviour Plan (IBP). Parents will be informed and involved in the plan.

### **Serious behaviour incidents**

Serious incidents will be dealt with on an individual basis by the Headteacher and steering group. This demands a team approach involving not only the class teacher and headteacher but will crucially need the active support of the parents as well. The Headteacher and Class teacher will create an IBP. Parents will be informed and involved in the plan.

In rare cases children will be excluded from school, for serious behaviour issues, in accordance with County guidance.

An exclusion is usually in the form of a “fixed term” period where a child will be excluded for a given number of days. There is an ‘integration’ meeting on the child’s return to school, to ensure that the exclusion has been taken seriously.

In the case of a child being excluded, it is always the school’s policy to talk to other children in the year group about our reasons for excluding. We do this for the following reasons;

- It sets the incident in context, and clarifies facts, to limit rumours.
- It makes the school boundaries explicit.
- It serves as a warning to other children whose behaviour may be similar, they can then realise the consequences of their behaviour.

The school also has the policy of forgiveness, and a fresh start when the child returns.

Parents have the right to make representations to the School Governors Pupil’s Committee and the decision to exclude can be reviewed.

### **Points for us all to consider when it seems the Behaviour Policy is not being effective in class**

#### **Variables:**

- The age of the child
- The attitudes and skills of the staff
- The ethos, support and cooperation that the school provides
- The stability and support that can be provided by the child’s family
- The extent to which the child can help him or herself.

#### **The atmosphere**

Does every adult in the school share an understanding of what we call ‘atmosphere’?

**Rewards**

Does every adult in the school understand the value of **intrinsic reward** of work well done and relationships well conducted?

**Consistency**

Do children experience a consistent approach from every adult in the school. Does every adult understand rules, sanctions, vulnerable periods, supervision levels?

**Relationships**

Is there mutual trust and respect between child and all adults.

**Knowledge**

Is every child known to every adult?

**Self esteem**

Is every child liked?

**Adult behaviour**

Do all adults understand the effects of their own behaviour on children?

**Organisation.**

Is every teacher present to welcome children to the class after breaks in order to create a smooth and orderly start to the session?

**Curriculum**

Does every child have access to a broad and balanced curriculum, differentiated to meet needs?

## Stages of Behaviour

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Behaviours	<p>Children are asked to follow their classroom contract, this explains to children that they have agreed to</p> <ul style="list-style-type: none"> <li>• listen when adults or their peers are talking</li> <li>• keep their hands to themselves (including fiddling with objects, touching others or their property)</li> <li>• use kind hands and feet</li> <li>• Line up quickly and sensibly</li> <li>• Stop and respond to the rainstick</li> <li>• Are polite to others, and respond when spoken to</li> <li>• Help keep their classroom tidy</li> </ul> <p><i>If they don't make the right choice then</i></p>	<ul style="list-style-type: none"> <li>• Stage 1 behaviour continues.</li> <li>• First incident of name calling or unkindness to others.</li> <li>• Leaving the classroom without permission.</li> <li>• 1<sup>st</sup> incident of untruthfulness</li> <li>• 1<sup>st</sup> incident of unintended racism</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing stage 1 behaviour while on stage 2.</li> <li>• 2<sup>nd</sup> time stealing</li> <li>• Disrespecting or damaging furniture or property.</li> <li>• Hurting others on purpose.</li> <li>• Second incident of name calling or unkindness to others.</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> incident of bullying</li> <li>• Other dangerous, careless or inappropriate behaviour.</li> <li>• Being Untruthful.</li> </ul>	<ul style="list-style-type: none"> <li>• Poor behaviour, including Stage 1, continues.</li> <li>• Third incident of 'bullying' behaviour within a 12 week period.</li> <li>• Deliberately swearing</li> <li>• Deliberately causing injury to another child.</li> <li>• 2nd incident of racism.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4 behaviour continues.</li> <li>• Subsequent incident of racism.</li> <li>• Verbal or physical assault on member of staff.</li> <li>• Refusal to respond to HT/DHT instruction.</li> </ul>
Action Taken	<ul style="list-style-type: none"> <li>- Step 1 and 2</li> <li>- Positive reinforcement to the class</li> <li>- Signal to the child</li> </ul> <p><b>First time</b> = Personal Warning <b>Second time</b> = Then teacher might put an action/direction in ie moving, and warning if the behaviour continues it will move to stage 2</p>	<p>Five minutes time to reflect on the behaviour and to speak to member of staff (<i>time best for member of staff</i>)</p>	<p>Child to work at separate table/area for the remainder of the lesson. Five minutes time out at lunchtime to speak to a member of the steering group with class teacher and reflect on the behaviour.</p>	<p>Child is separate table/area for the remainder of the lesson. Child sent to HT/DHT at to complete a written reflection of their actions and consequences. (If during afternoon, child completes missed work at home.)</p>	<p>Child sent straight to HT or removed from class to await parents.</p> <p>Incidents of Stage 5 behaviour could result in exclusion, particularly where the child fails to respond to other measures.</p>
Parents informed?		<p>If children are on stage 2 three times or more within a week, teachers will verbally inform the parents.</p>	<p>Parents informed by teacher.</p>	<p>Headteacher to phone or Letter to parents from HT.</p>	<p>Headteacher to contact parents by telephone. Meeting with parents arranged before child goes back into class. Child is placed 'on report' to HT.</p>
Record				<p>Record kept in child's admin file.</p>	<p>Record kept in child's admin file.</p>

*\*These stages will not be used during Autumn term in Reception, although parents will be kept informed of any concerns. The autumn term is spent teaching the children behaviour expectations and referring to the stages.*

*Where are you?  
Make good choices  
Stay on green*







# Respect at The Horsell Village School

Everyone has the right  
To be safe  
To respect  
To learn

Originally created in September 2008

The dictionary meaning of respect is to honour; to admire; to esteem; to hold in high regard.

At The Horsell Village School we apply this to all areas of school life, specifically

- The environment - physical, natural and resources
- Each other - children, all adults and peers
- Ourselves
- Their belongings
- The wider community
- School culture, ethos and boundaries
- Culture and diversity in the world

What would we hear?

Greeting one another  
Manners, please thank you, table manners  
Adults role modelling  
Empathy for others - when friends are upset  
Inviting people to join games  
Calm voices  
Praise  
Music in corridors  
Quiet voices  
Positive language, to one another and about self  
Moments when children and adults know when to be silent  
Ideas being valued  
Two way conversations  
Taking turns in conversations  
Questioning  
Compliments

What would we see?

Smiling faces  
Manners  
Laughter  
Holding doors open  
Children standing to the side to let adults past  
Self control  
In the correct place at the correct time  
Active listening  
Routines embedded  
Diversity of games  
Children walking in the school  
Showing patience  
Inclusive play  
Good time keeping  
Smart tidy uniform  
Tidy school - all areas  
Children focused and on task  
Children and adults tidying up after themselves and where appropriate others  
Well maintained/ high quality resources  
Children and adults looking after resources, using correctly  
Taking responsibility  
Ideas being valued  
Eye contact

Understanding of personal space  
Hands down while someone is talking  
Sharing  
Sportsmanship  
Calm negotiations  
Walking with purpose  
Quality checking work and resources  
Quiet lining up  
Displays of quality work  
Children responding to all adults

To achieve this as a school we need to be consistent in our delivery. We have set these high standards and need to be constant in upholding these standards, stopping in joint areas praising positive and good behaviour and correcting behaviour which jars with our expectations.

What we will do?

Be role models for all  
Lead by example  
Create a class contract (each class needs to have ownership of the contract, they are always very similar in expectations)  
Be consistent in always posing questions to promote positive language and behaviour  
Promote use of quiet area as friendship area

Explicit teaching and sharing expectations of

- all class and school routines, rainstick, pegging in, fruit, etc
- marble jar
- star of the day/say something lovely
- how to play games
- creating the expert, give children zones/areas of responsibility,
- leaving the toilet the way you would want to find it
- tidying up all resources used
- introductions to all adults
- appropriate responses
- manners
- lining up
- reflections, coming in, behaviour, prayer, leaving
- taking turns
- walking around the school
- using the different areas of the school, inside and out, the library, dining room, outside - where and what is safe to do
- looking after belongings and independence when using belongings

- focus on outside resources having the same importance of inside resources
- promoting active listening and empathy during circle time
- tour of the school and areas, from teachers and/or Year 2

We always have a focus during the first few weeks at school on expectations and behaviour. We have all agreed this needs to be revisited and embedded regularly.