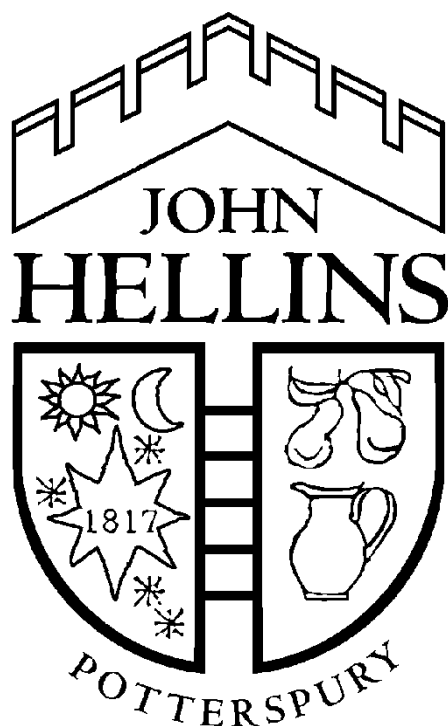


John Hellins Primary School



Behaviour Policy

Policy Written: Apr 2016

Approved by Staff Jan 2020

Approved by Governors Jan 2020

Behaviour Policy

Values and Beliefs

John Hellins Primary School has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of modelling, promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our children and help them to learn how to manage their behaviour appropriately. We give children choices and make the consequences of the choices they make clear. We believe that children have rights and responsibilities and that children have the right to be safe, treated politely and to learn without disruption. We also believe that children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other - however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

These standards are expected of all children and adults in the school at all times. We do not give children extrinsic rewards to meeting these expectations except in very exceptional circumstances where the child has an Individual Behaviour Plan.

The following ongoing strategies are used to encourage children to behave appropriately:

- ✓ A curriculum that is tailored to the learning needs of the pupils.
- ✓ School values and class charters.
- ✓ The provision of a positive, calm and happy environment.
- ✓ Clear expectations communicated regularly.
- ✓ Praise, praise, praise.
- ✓ Smiling.
- ✓ Valuing achievement by producing presentations and quality displays.
- ✓ Celebration assemblies that value achievement in and outside of school.
- ✓ Sharing successes, however small, with other adults, parents and the wider community.
- ✓ Discuss key values with the children in whole school assemblies and class circle time.

All school staff:

- Relate in a calm and quiet manner. We do not shout at children.
- Trust, listen, give a chance, encourage, praise, and respect every child and each other.
- Treat everyone with courtesy.
- Are consistent.
- Are proactive.
- Recognise children's fears and challenges.
- Are positive and show that we care.
- Do not jump to conclusions, but deal with each incident afresh listening to all sides of a story.
- Do not humiliate children.
- Do not use group punishments.
- Give access to the full curriculum at all times and do not use it as a sanction (e.g. missing PE).
- Do not use extra work as a punishment (e.g. more mathematics).
- Do not use corporal punishment under any circumstance.
- Work with parents and see them as partners in managing behaviour. We record notes from significant contact with parents on a parental visit form.
- Maintain a professional vocabulary and manner at all times.
- Provide clear behaviour guidelines for all areas of school life, including classroom and lunchtime charters, documented in a Home School Agreement.
- Resolve conflicts promptly and fairly.
- Provide children with choices and help them to understand the consequences of their choices.
- Nurture self esteem, confidence, tolerance, acceptance and self-discipline.
- Provide appropriate support and specific educational arrangements for children with Special Needs.
- Liaise closely with Candace McColgan (SENCO) where appropriate.
- Work with other agencies when appropriate to enable optimal support and guidance for children and their families.
- Provide children with time to consider their actions and think about their behaviour choices (this time will be during playtime or lunchtime).
- Spend time discussing behaviour choices with children and reflecting on their actions (during playtime or lunchtime).
- Expect good behaviour at all times from children and therefore only reward with incentives in exceptional circumstances where specific children require additional support

Inappropriate Behaviour

At John Hellins Primary School we do not expect and will not tolerate behaviour which impacts on other peoples learning and /or safety.

Incidents of inappropriate behaviour will be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

Initially class teachers, TAs or lunchtime supervisors deal with situations if they arise. If more help is required, or negative behaviour persists support will be provided by Tim Crouch, Gill Wilcox, Cathryn Akrill or Jodie Matthews. The child will always be given choices and the consequences of the choices will be fully explained. Teachers may use playtimes and lunchtimes to encourage the child to discuss and reflect upon their behaviour and the choices they made. Lunchtimes and playtimes may also be used for children to complete work, if the child's behaviour resulted in work not being completed to the required standard during the session.

To support some children with behaviour the Headteacher and/ or SENCO may meet with the child, might contact parents and can take away playtimes for a sustained period, as well as providing strategies to support the child.

We use positive handling guidance (physical restraint) only in extreme circumstances when the child is in danger of injury to themselves, others or property, and only with another adult present.

Term Time Absence

In line with Northants County Council all parents are advised that children are required to attend school daily (term time) unless prevented to do so due to illness. Term time holidays will not be authorised and may result in parents being fined directly by NCC. The Government define persistence absence as children attending school for less than 90% of the time. If a child's attendance falls below 90% then they will be contacted by the Headteacher, who will work with the family to increase this figure. If the child's attendance does not improve then a referral will be made to the Educational Inclusion and Partnerships team at the Local Authority.