



This policy has been developed in line with our healthy schools status through consultation with the whole school community.

RATIONALE of the policy

Good behaviour is a necessary condition for effective teaching and learning to take place. We believe that children should be encouraged to take responsibility for themselves and their own actions, whilst also encouraging co-operation and respect for others. This should lead to pupils developing attitudes towards people and situations, which are unselfish, outgoing and caring. The concept of forgiveness is also important, as this is designed to allow children to deal with difficult situations in a more constructive manner. These concepts of responsibility for one's actions and of forgiveness are also linked to rationale for dealing with incidents of **Race, Hate, Bullying or Extremism.** (See Appendix 6) Bullying of any sort, physical, emotional, homophobic or cyber-bullying will not be tolerated and the school follows LA guidelines and procedures for reporting all incidents of Hate and Bullying.

Through the consistent application of this policy children are enabled to take full advantage of the school curriculum. Benefits to all school staff are also taken into consideration especially in the areas of empowerment and stress limitation.

PURPOSES of the policy

1. To establish the right of pupils to learn without distractions and the right of teachers to teach without disturbance
2. To encourage children to take responsibilities for their own actions.
3. To assist children in the development of co-operative skills and respect for others.
4. To promote an attitude of forgiveness.
5. To promote the development of good relationships, mutual respect and high expectations between staff and children.

GUIDELINES of the policy

1. To develop codes of conduct/rules and expectations which govern day to day life in the school (Appendix 2)
2. To develop in each class a set of classroom codes of conduct/rules which promote good behaviour (Appendix 3)
3. To establish procedures which reinforce good behaviour (Appendix 4)
4. To develop a series of sanctions which are clear cut and non-negotiable (Appendix 4)
5. To develop strategies to manage behaviour. (Appendix 4)
6. To encourage the involvement of non teaching staff and parents in promoting positive behaviour (Appendix 5)
7. To develop a differentiated curriculum which meets the needs of all pupils and maintains an appropriate level of challenge
8. To adopt practices and procedures that are non-confrontational.
9. To encourage the de-escalation of conflict situations, as success is more likely with this approach.

It is with these considerations in mind that we decided to adopt -

THE GOLDEN PROMISE (I promise to do my best to be kind and helpful, and to show respect)

Underpinning the Behaviour policy is our 'Golden Promise' badge system, where a series of coloured badges (red, amber, green and silver) are earned by pupils displaying good behaviour culminating in the award of the Golden Promise Badge. How to earn and keep a Golden Promise badge varies slightly in the different key stages and is explained in detail in Appendix 1

CONCLUSION: Our school is a dynamic environment and the Behaviour Policy must be dynamic in order to deal with the changing demands made upon it. Continuous evaluation of the policy is therefore important especially with regard to consistency throughout the school.

Appendix 1

Golden Promise

The Golden Promise is a whole school initiative used to reward & sanction learning and behaviour across school.

Children progress their way through badge stages in order to achieve their Golden Promise Badge.

The stages are Red, Amber, Green, Silver and Gold.

Rewards:

FS/KS1 children earn 10 red stickers on the class chart in order to progress their photograph on the wall to red and receive their red badge. They then earn 10 amber stickers in order to move to amber on the wall and swap their red badge for an amber badge. Then they earn 10 green stickers to earn their green badge and so on until they reach their Golden Promise Badge. Children do not collect badges, they swap for a different colour when they earn it.

With the exception of the ultimate Golden Promise, badges are to be awarded in class by the teacher. All badges are to be retained in school. Parents will be informed of the progression of awards by a certificate which can be taken home. This certificate will be presented in Fridays' Good Work Assemblies Golden Promise badges will continue to be presented in assembly to affirm their status.

KS2 is exactly the same procedure but earning 20 stickers of each colour.

Each department is free to choose the way in which they will present these coloured stages eg. coloured gems/treasure chest, leaves on a tree, coloured footprints etc....

Sanctions:

Stickers can be removed from the chart when required. If children have no stickers then the sanctions list in the behaviour policy is to be adhered to.

Monetary Link:

To support the development of numeracy and the experience of earning-spending-saving the award of each badge has a monetary value:

Red =10p

Amber =20p

Green =50p

Silver= 75p

Gold =100p

Integris, the school's information monitoring system will monitor the amount of 'Virtual credit' each child has accrued. At the end of the year a certificate will be generated which the children can then use at the Golden Promise Shop

Bonus Awards:

To encourage and reward punctuality and attendance- a credit of 5p per week will be added to the 'on line account' of any child with perfect attendance **and** punctuality.

Golden Treats/Badge Party:

When the whole class achieve the same colour badge then the class will be rewarded with a Golden Treat/Badge Party. This will be negotiated but the whole school will be informed via Good Work Assembly and the wider school community will be informed via articles in the Newsletter.

Appendix 2

School – Wide behaviour management

We all have collective responsibility for children's behaviour and movement around school. Children should be prevented from running down the corridors and jumping down stairs as a Health and Safety Concern. Children should be led into and taken out of assemblies in a quiet orderly manner as befits the purpose of the session. A member of staff should always be at the front of the line to prevent children running. A similar arrangement should be in place when going to the hall for assemblies or when children leave the dining room. If there is only one member of staff the children should be asked to wait at a certain point for the staff member to catch up with them.

Staff should ensure that pupils go out promptly at break times. If staff need to keep pupils in : ie to clear up, **or during an out of hours club**, then it is **their** responsibility to stay with them and escort them off the premises. **NO Child should be left in school unattended at any time.**

A system of codes of conduct/rules and expectations governing day to day life in school has been drawn up in co-operation with staff and pupils.

The 'Golden Rules' for the school as a whole are:

1. Behave properly with respect for other people and property.
2. Use a quiet voice
3. Follow instructions and listen when spoken to/put up your hand to answer questions or if you need help.
4. Do your best work
5. Walk on the left hand side moving quietly around school, don't run
6. Maintain good attendance and punctuality

These form the basis upon which the school operates. Similar rules exist for other aspects of school life with slight differences in emphasis to address specific needs.

Dining area rules

1. Put up your hand if you need help
2. Use a quiet voice
3. Follow instructions
4. Leave your place tidy
5. Be polite and respectful to other pupils and staff

Additional lunchtime rules

1. Pupils must arrive at the dining room at the prescribed time
2. Pupils having school lunch must remain on the school premises at all times unless collected by an adult.
3. Pupils who go home for lunch must not return to school until the bell for the start of afternoon lessons. 1.15pm Phase 1.30 Phase 2 and 1.45 p.m Phase 3

Playground Rules

1. Follow instructions and listen carefully when spoken to
2. No hitting or kicking, including play fighting
3. Be polite at all times – no teasing or name calling
4. Stay in the designated play area
5. Report accidents immediately to the teacher on yard duty.
6. Line up promptly and quietly at the end of break times. On the first whistle stand still and quiet with arm raised to show you know that break is over. On the second whistle walk quietly to lines, and stand in lines quietly.

Wet playtime rules – additional to classroom rules

1. Use wet playtime resources responsibly
2. Avoid leaving classroom
3. No use of ICT equipment unless supervised

Appendix 3

Classroom codes of conduct/rules

Clear classroom rules

These should be clear, phrased positively, and number no more than five. They should be based upon The Golden Promise: 'I promise to do my best, be kind and helpful and to show respect.'

Planned least to most intrusive intervention procedure

Frustration leading to over reaction with disruptive pupils often rewards the attention- seeking devices they employ. Graded interventions maintain lesson flow dealing with disruptive pupils.

Differentiated lessons/curriculum

The quality of content and the teaching and learning methods through which the curriculum is delivered influence pupil behaviour. As a staff we seek to ensure that all children have access to a broad balanced, differentiated curriculum.

Appendix 4

Rewards, Sanctions & Behaviour Management strategies.

Effective operation of the policy requires continued reinforcement of positive behaviour. Continued, meaningful verbal praise of the work and behaviour of all children is essential, as well as praise of a more tangible nature

All KS2 classes have a chart where stickers for Good Work/Behaviour are displayed against the names/Groups of children. At the end of each half-term the Group with the most points receive a small prize. In some classes the individual child with the most points also receives a small prize.

Parents may be informed of positive behaviour through home/school liaison visits.

An exit plan for time-out

After trying various in-class measures, rather than allowing a pupil to continue in disrupting the class it might be better for the pupil in question to leave the classroom

The exit place operates in this instance, and the pupil is sent to another class for a cooling off period. Each teacher should enlist the support of another colleague for this strategy, but the responsibility of following up this action remains with the teacher of the pupil. **The reason for putting the exit plan into operation with a particular pupil should be logged and dated by the teacher. Records of exit plans will be logged in**

Integris.

As well as rewarding excellent pieces of work, positive behaviour and positive effort in modifying behaviour is rewarded in Friday "good work" assemblies where special certificates are given out. Teachers should try to ensure that the names of all the children in their class receive a Good Work certificate at some point during the year. The Good Work certificate basket is kept in the staff room, and staff should complete three certificates per class. **Whenever possible** there should be at least one certificate from each class where the nomination is for 'positive attitudes' This is to show that we value kind actions, and is designed as a proactive measure to discourage bullying in any of its forms. Also in Good work assembly a Role of Honour will be displayed showing children that have progressed from one level badge to another.

Sanctions

These should be clear cut and non-negotiable. The sanction must be:

1. Non-harmful to the recipient.
2. Hierarchical
3. Applied as soon as possible
4. Appropriate to the child

The following list of **progressive** sanctions was drawn up by staff:

1. Shared disapproval with another member of staff
2. Move disruptive pupil onto another table
3. Isolation of pupil within classroom

- 4 Withdrawal of something pupil enjoys (e.g playtime, a forthcoming activity/treat/club attendance) but this should not be a curriculum entitlement e.g PE or school trip/visit
- 5 Exit procedure – send pupil to another teacher
6. Informal detention- maximum 10 mins after school without written notification
- 7 Informal parental discussions. Headteacher/Phase Leader should be informed.
- 8 Formal Detention after school -30 minutes. Parents must be informed that this is to take place at least 24 hours before and sign that they give permission.
- 9 Send pupil to Headteacher
- 10 Formal parental involvement – parents asked to come into school to see Headteacher
- 11 Exclusion (fixed term)
- 12 Exclusion (permanent)

These sanctions are guidelines and may be applied slightly differently in Key Stages, or in individual cases, where a child has a disability which affects behaviour.

Number five onwards should be logged by **staff** with dates, on **Integris**

A severe clause exists for the deliberate hurting of others or themselves, damage to property, severe disruption that prevents others from learning. In such cases the child is isolated from the class, or sent to the head or SLT, and their parents are contacted. It is required that parents are in contact with the school before the pupil is reinstated.

For persistent bad behaviour, staff should consider observing behaviour using the ABC approach – antecedent, behaviour, consequence. Next, filling out a concern form, when the child's name may be included on the School SEN profile, then designing an IEP for behaviour.

If a pupil's behaviour after the above sanction shows no sign of improvement, then exclusion from school will be considered whilst parental support and support from appropriate agencies is sought. In such cases the governors will be fully involved, and DCFS guidelines adhered to.

Occasionally a pupil whose behaviour has been persistently unacceptable may be excluded from a class trip. This is where staff deem that the Health & Safety of the child or others is put at risk if s/he were to participate,. In this instance the pupil will miss the trip and will be looked after in school in another class

Appendix 5

Parental Involvement.

At St Hilda's we continue to encourage parents, child and school working together in partnership. Parents are required to observe the home/school agreement. Parents are encouraged to make an appointment to discuss concerns with teachers or the Headteacher with the assistance of the Parent Support Adviser who speaks Bangla, if needed.

Appendix 6

The Shared Problem-solving (No Blame) approach

The Shared Problem-solving (No Blame) Approach to handling bullying is suitable for stopping bullying behaviour. Specific acts of violence should be dealt with in accordance with the law. This is an enabling approach to bullying. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator. This process should be run by the nominated person. It is important that the process is properly managed, so that bullying is not reinforced.

1 Interview the person being bullied

- Support them and congratulate them on telling.
- Assure them that the bullying is not their fault and they do not deserve to be bullied.

- Discuss how it feels to be bullied.
- Invite them to write down/draw their feelings about being bullied.
- Explore any possible behaviours of their own where they may act more decisively to increase their own confidence in the situation.
- Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
- Ask them for names of people they would like included in the group.

2 Assemble a group of people

- Ask the advice of teachers who know the class or peer group well and can remain objective.
- Include the person who has been doing the bullying and his/her two main supporters.
- Include one or two bystanders who have been friends of the victim in the past.
- Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

3 Convene a meeting of the group

- Do not include the victim.
- Allow at least 30 minutes.
- Seat everyone in a circle.
- Explain the problem and share the feelings the victim has written down.
- Discuss why the victim is feeling this way.
- Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
- Talk about group responsibility for helping solve this problem.
- Encourage each group member to suggest positive ways the victim could be made happier.
- Say you will leave it up to the group to do these things to support the victim.
- Set a time for reconvening in a week (or other appropriate time lapse), to review progress.

4 Continue to support the victim yourself

- Meet with the victim informally once a day.
- Ensure the ongoing safety of the victim.

5 Re-convene the group in a week

- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.
- Continue to monitor.