

School Behaviour Policy

Aims

- To develop a school behaviour policy which is supported and followed by the whole school community (parents, teachers, children and governors) and is based on shared values
- To teach children a set of skills and strategies which will support them into Secondary school and beyond into adult life
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach through the school curriculum, extended provision and Acts of Worship, values and attitudes as well as knowledge and skills
- To develop children’s strategies and skills which will help them respond appropriately to challenging situations
- To promote actively responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people, for property and for the school as a whole
- To promote respect for all and an environment where bullying of all forms, including racist, homophobic and cyber-bullying is not tolerated
- To celebrate difference and challenge racism, sexism and homophobia
- To promote responsible behaviour online and when using new and emerging technologies
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities, at the same time as helping children to understand that good behaviour can sometimes be its own reward
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To support and enable the school to meet the following outcomes for each child:

Being Healthy
Staying Safe
Enjoying and Achieving
Making a positive contribution
Achieving economic well -being

Christian Values

Our School Behaviour policy is underpinned by our strong Christian Values. These were developed with parents, staff and children and are the foundation for our policies.

Our School Christian Values

“Always treat others as you would like them to treat you”

Matthew 7:12

Koinonia

Koinonia is being in agreement with one another, being united in purpose, and serving alongside each other.

- We work together to provide the best quality education in a Christian environment for the children in our care.
- We define problems and look for a possible solution: we don't moan.
- In the face of difficulty we remember that we are part of a team: colleagues are there to support us through good and bad.
- We give ourselves time to listen and think.
- We presume honourable motives: we remember that in the school context, decisions are made in the best interests of our children.

Friendship

- We greet each other.
- We praise each other and share our successes.
- In conflict, we talk directly and privately to the person we have a problem with: we don't gossip.

Compassion

- We look out for those in need and offer our support.

Forgiveness

- We forgive and let go.

Respect

- We model respectful relationships with one another.
- We are honest: we don't say one thing and think another.
- We make agreements that we intend and are able to keep.

Responsibility

- We take responsibility for our own aspect of the school and its improvement.

The Golden Rules

We respect each other	<i>We do not hurt other people's feelings</i>
We help each other to be safe	<i>We do not fight or rush around</i>
We listen carefully	<i>We do not call out or interrupt</i>
We do our very best in our learning	<i>We do not waste our own or other people's time</i>
We look after things	<i>We do not damage school or personal property</i>
We are honest	<i>We do not mislead or try to cover up the truth</i>
We move quietly and calmly in classrooms and corridors	<i>We do not shout or run</i>

The golden rules have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

At Hampstead Parochial school we collectively promote and teach the following skills and strategies for each Golden Rule:

We respect each other

We teach and encourage children to do the following:

- Maintain a positive attitude
- Listen without interrupting or 'back-chat'
- Make eye contact with other people
- Use the other person's name
- Try and empathise –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'
- Remember their good manners
- Take their hands out of their pockets
- Not to shrug when being reprimanded
- Not to use racist, sexist or homophobic language

We help each other to be safe

We teach and encourage children to do the following:

- Not to engage in 'rough play' in the playground
- Report any concerns to an adult of their choice
- Behave as ambassadors for the school when on school trips or at other venues, for example swimming lessons, sporting events and school council debates
- Apply the principles of positive behaviour and safe behaviour in the virtual or digital world at all times as well as in the school's physical buildings.

Staff are expected to:

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures, for example monitoring 'trouble spots' and ensuring that children use toilet passes and do not enter the building during playtime without permission
- Use their emotional intelligence and remember that little things can become big things-it's important to pay attention to details and to take responsibility for following EVERY incident up-children's personal development and well-being is paramount. Remember ... each child in your class is your responsibility
- Be punctual when collecting their lines and ensure their class begins their lessons on time
- Dismiss children at the end of the school day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Brief accompanying adults on school trips on Hampstead Parochial 'trip guidelines'
- Help children to develop appropriate on-line behaviour and strategies to stay safe online.

We listen carefully

We teach and encourage children to do the following:

- To look directly at the person speaking to them
- To listen closely and without interrupting
- To keep their hands and feet still when speaking to an adult
- To think carefully about what has been said before responding

We do our very best in our learning

We teach and encourage children to do the following:

- To complete their learning within a set time
- To manage their distractions during learning and concentrate within a given time
- To send unfinished learning home with parental agreement
- To be proud of their learning
- To understand that the learning process is important as well as the final product.

Staff are expected to:

- Have high expectations for each child
- Explain to children the positive consequences of making good progress

We look after things

We teach and encourage children to do the following:

- Pick up coats
- Put lunch boxes on trolley
- Put away play equipment
- Look after their books i.e. no graffiti
- Look after their book bags and PE kit
- Leave valuables such as jewellery and mobile 'phones at home
- Clear up in the hall
- Behave sensibly in the toilets
- Take belongings home at the end of the day

We are honest

We teach and encourage children to do the following:

- Not to tell tales
- Explain the part they have played in an incident
- Acknowledge the part they have played in an incident
- Accept responsibility for the part they have played in an incident
- To apologise and make amends

We walk quietly and calmly around the school

We teach and encourage children to do the following:

- Line up one behind the other
- Move around the school in a safe and controlled way which enables children with a range of needs to cope with their surroundings

Staff are expected to:

- Look up and down the lines
- Make eye contact with each child

Incentive Scheme

A major aim of the school policy is to encourage all children to practise good behaviour by operating a system of praise and reward. The scheme is based on house points and 'Headteacher's Special Mentions' and 'Learning Hero' certificates. It is through these systems that children can be rewarded for academic and non-academic achievement and for all aspects of good work and behaviour.

The children are divided up into houses: Ainger, Valentine, Mitchell and Newman. Children in the winning house receive a treat at the end of each half term. We expect children to encourage members of their house to try their best in every aspect of school life.

Individual certificates ('Headteacher's Special Mentions' and 'Learning Heroes') are awarded in our weekly Achievement Assembly.

Headteacher's Special Mentions: Each teacher nominates one child per week who has demonstrated our current core Christian value. (koinonia, friendship, compassion, forgiveness, respect, responsibility) or who has achieved in their learning.

Learning Hero: Each teacher nominates one child per week who has demonstrated one of the *BLP* learning dispositions.

The head teacher and the deputy head teacher also nominate a child each for a special mention or learning hero certificate

Children receiving these awards are mentioned in the school weekly newsletter.

Headteacher's awards (stickers) are available for everyone. In addition, each class teacher gives stickers, verbal or written praise as often as possible.

Children are encouraged to talk about their achievements in and out of school and congratulations are offered in the weekly newsletter. Children are also able to show special pieces of work to a member of the senior leadership team.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Each classroom has a copy of the Golden Rules and a behaviour chart on the wall to reinforce our expectations of good behaviour.

Sanctions

Sometimes children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. This policy states the boundaries clearly and fairly to ensure a consistent approach from all members of the school community.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to punishments.

Normal classroom sanctions are as follows (please refer to the behaviour chart)

- Non-verbal warning
- Verbal warning
- Name moved on the behaviour chart
- Time –out in own classroom
- Time-out in paired classroom with allocated work Y5 and Y6, Y4 and Y3, Y2 and Y1 go out to Reception, Reception go out to Y1.
- If an incident report is filled the child will be entered into the incident folder in the office and asked to speak to a member of SLT about their behaviour during a playtime.
- If an incident report is filled in a copy of the form and a covering letter is sent home to the child's parents.

Playtime sanctions are as follows (please refer to the behaviour chart)

- Non-verbal warning
- Verbal warning
- Time –out on bench for 5 minutes
- Discussion about the Golden Rule which has been broken before being allowed back to play
- Second and longer time-out period on bench for 10 minutes
- If an incident report is filled the child will be entered into the incident folder in the office and asked to speak to a member of SLT about their behaviour during a playtime.
- If an incident report is filled in a copy of the form and a covering letter is sent home to the child's parents.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. A member of the senior leadership team, the class teacher and the parent will meet to discuss appropriate strategies for assisting the child make appropriate choices.

E-Safety Infringements (please refer to the E-Safety Policy and Acceptable user Agreements)

Whenever a student infringes the e-Safety Policy, the final decision on the level of sanction will be at the discretion of the school management and will reflect this behaviour policy. Children, parents and staff members are requested to agree and sign a copy of the school's acceptable user agreement.

	Examples of unwanted behaviours	Example teacher response
Sanction given by member of staff	Level 1	
	Running in school Rough / inappropriate play Wasting time out of class e.g. toilet Disturbing others by interrupting or chatting Grabbing or snatching from other children Inappropriate behaviour in assembly or in dining hall One off incidents of teasing or name calling Not listening to adults or each other Throwing rubbish on the floor Persistent calling out Not being on task or delay in starting work Swinging on chair or not sitting sensibly on the carpet Sulky attitude or rudeness Disregard for school equipment	Praise someone who is doing what they should Ask them a question (distract them) Ask if they need help Say name or redirect Stand near them or move them nearer to you Take away object if distracting them Verbal warning Move name on class behaviour chart Appropriate ignoring/praise/reward others Modelling what to do Reminder of class rules Visual prompts or reminders Time out in class
Sanction given by member of staff or possible incident form	Level 2	
	Persistent non-completion of home learning Refusal to do as asked/ non co-operation Kicking, pinching, hitting, hurting others Swearing Taking things that don't belong to you Inappropriate behaviour on a trip/visit Mimicry of staff member Rude remarks about adults/others/family etc Getting up and leaving class without permission Persistent Level 1 behaviours	Reminder of class rules and explanation of what the expectations of behaviour are Finish work at playtime (supervised by teacher) Move name on class behaviour chart Missed privileges Time out in another class Personal behaviour chart with targets Conversation with parent/carer after school Phone call home to parent/carer Meeting with parent to set behaviour targets Discussion with child explaining consequences Possible letter and incident form sent home to parent/carer
Incident form given and logged in the incident folder in the office	Level 3	
	Fighting Stealing personal property Prolonged bullying Hurting, threatening or swearing at staff Threatening others with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism Spitting Racist remarks or other prejudiced remarks with intent Bullying	Discussion with child explaining consequences Letter and incident form sent home to parent/carer Send to another teacher with work Missed playtime with AHT/DHT/HT Exclusion 1-3 days Permanent exclusion Inform police if appropriate

STUDENT Infringements of School e-safety policy

Category A infringements (Level 1)	Possible Sanctions:
<ul style="list-style-type: none"> • Use of non-educational sites during lessons • Unauthorised use of email • Unauthorised use of mobile phone (or other new technologies) in lessons e.g. to send texts to friends • Use of unauthorised instant messaging / social networking sites 	<p>Refer to class teacher</p> <p>Discuss the e-safety agreement/SAFE rules with child</p> <p>Escalate to: senior manager / e-Safety Coordinator if necessary</p>
Category B infringements (Level 2)	Possible Sanctions:
<ul style="list-style-type: none"> • Continued use of non-educational sites during lessons after being warned • Continued unauthorised use of email after being warned • Continued unauthorised use of mobile phone (or other new technologies) after being warned • Continued use of unauthorised instant messaging / chatrooms, social networking sites, NewsGroups • Use of Filesharing software e.g. Napster, Vanbasco, BitTorrent, LiveWire, etc • Trying to buy items over online • Accidentally corrupting or destroying others' data without notifying a member of staff of it • Accidentally accessing offensive material and not logging off or notifying a member of staff of it 	<p>Refer to Class teacher/ member of the SLT / e-safety Coordinator Escalate to:</p> <p>Removal of internet access rights for a period / contact with parent</p> <p>Discuss the e-safety agreement/SAFE rules with parent and child.</p>
Category C infringements (Level 3)	Possible Sanctions:
<ul style="list-style-type: none"> • Deliberately corrupting or destroying someone's data, violating privacy of others or posts inappropriate messages, videos or images on a social networking site. • Sending an email or MSN message that is regarded as harassment or of a bullying nature (one-off) • Trying to access offensive or pornographic material (one-off) • Purchasing or ordering of items online • Transmission of commercial or advertising material 	<p>Refer to SLT/ removal of Internet and/or Learning Platform access rights for a period</p> <p>Escalate to: contact with parents / removal of equipment</p> <p>Other safeguarding actions if inappropriate web material is accessed: Ensure appropriate technical support filters the site</p>
Category D infringements (Level 4)	Possible Sanctions:
<ul style="list-style-type: none"> • Continued sending of emails or MSN messages regarded as harassment or of a bullying nature after being warned • Deliberately creating accessing, downloading or disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent. Possibly infringing the defamation laws. • Receipt or transmission of material that infringes the copyright of another person or infringes the conditions of the Data Protection Act, revised 1988 • Bringing the school name into disrepute 	<p>Refer to SLT/ Contact with parents</p> <p>Other possible safeguarding actions:</p> <ul style="list-style-type: none"> • Secure and preserve any evidence • Inform the sender's e-mail service provider. • Liaise with relevant service providers/ instigators of the offending material to remove • Report to Police / CEOP where child abuse or illegal activity is suspected

Major breaches of discipline include:

- Physical assault
- Deliberate damage to property
- Bringing sharp or dangerous instruments to school, or any item that might cause a problem
- Stealing
- Leaving the school premises without permission
- Verbal abuse
- Foul or abusive language
- Swearing
- Bullying (including cyber-bullying)
- Creating, accessing, downloading or disseminating any material deemed offensive, defamatory, racist, homophobic or violent
- Refusal to work

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher to deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

Strategies to improve this type of behaviour include:

- Talk to the child – discuss what has happened
- Withdrawal from the classroom for the rest of the day
- Miss playtime or lunchtime
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- Repeat work
- Sending work home
- Letters of apology
- Loss of responsibility e.g. monitor jobs
- Placing the child on a daily or weekly report/log system to monitor their behaviour with parents' support

Procedures for Dealing with Major Breaches of Discipline

- If the problem is severe or recurring then exclusion procedures are implemented
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the Local Authority (LA)
- Parents have the right of appeal to the Governing Body against any decision to exclude

Behaviour modification strategies

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of strategies are used to reinforce and promote positive behaviour. These include:

- Ensuring that the planning is personalised and appropriate for each child. Negative behaviour can be displayed when work is too hard, too easy or not accurately matched to the child's needs-remember **Every Child Matters**
- Ensuring that the pace of lessons is appropriate
- Changes in classroom organisation
- Using different resources
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- A special mention in Achievement assembly
- Involving parents at an early stage to make a plan together

Anti bullying

Definition

Bullying can be described as being:

‘A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.’

At Hampstead Parochial school staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical, indirect or cyber-bullying will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools (including homophobic bullying) is greatly underestimated.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Hampstead Parochial school whether in school or online
- If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts
- If they own up then follow the procedure outlined below:
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child’s self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying
- In order to prevent and identify incidents of bullying and the identities of bullies, at Hampstead Parochial we have agreed to carry out the following strategies:
 - All staff watch for early signs of distress in pupils
 - All staff listen, assess, act
 - Playground Friends are there as a child’s first contact point, if they feel they cannot tell an adult. These are children in Year 5 and Year 6
 - Worry boxes in school where children can put written notes if they feel they cannot speak about their problem
 - Teaching the PSHE curriculum and e-safety lessons.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By NOT dealing directly with other children and parents and allowing the school to deal with them
- By speaking directly to the class teacher

In summary

By using a positive system of rewards, incentives and clear boundaries and by enforcing good behaviour we help children to develop confidence and a healthy self-esteem and a set of skills and strategies which will take them on to the next stage of their schooling and into adult life.

(NB: This policy has links to the e-safety policy)

Reviewed by Governing Body	Autumn Term 2018		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Summer Term 2020		