

# BEHAVIOUR POLICY



## Introduction

At Hollymount School we aspire to standards of behaviour based on the values of courage, respect, friendship, appreciation, happiness and responsibility. It follows that acceptable standards of behaviour are those which reflect these values.

We have high expectations for good behaviour throughout the school and at all times during the school day, both within and outside the classroom.

We are a caring and inclusive school and aim for every member of our school community to feel valued and respected. The school behaviour policy is therefore designed to encourage the way in which all members - pupils, staff, parents and governors, can work together in a mutually supportive way.

## Aims

- To create a positive environment, which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-respect, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the partnership between home and school through the implementation of this policy.

## School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. In line with the school's Code of Conduct, adults working in the school aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on our values;
- ensure fair treatment for all regardless of age, gender, race, ability, sexuality and disability;
- show appreciation of the efforts and contribution of all.

## Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and

their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise and rewards should be used to encourage good behaviour as well as good work.

Adults should also use their knowledge of children's specific needs when assessing challenging behaviour, directing reward and sanction with appropriate consideration and understanding.

### **Procedures**

Values have been chosen to make it clear to the children how they can achieve acceptable standards of behaviour towards each other, thus also impacting their learning.

The whole school will use these Values, which will be explored with them throughout the year. These Values are kept simple, so that children can access their meaning at an age-appropriate level. Regular assemblies will be held where the values are explained and exemplified; a different value will be featured each half-term. The Values are as follows:

- Respect
- Happiness
- Responsibility
- Friendship
- Appreciation
- Courage

At the beginning of each academic year, each class will discuss the school's Values, developing a Class Behavioural system in which they all have ownership, inviting discussion, understanding and agreement of their underlying principles. The Values will be displayed throughout the school environment, including classrooms, corridors, hall and the playground. These values, and the discussion therein, will also be linked to British values such as democracy, rule of law and mutual respect.

### **Foundation**

Foundation classes will follow the same School Values with a half-termly focus, Their appropriately developed reward and sanction system will seek to reward good behaviour as well as ensuring that any challenging behaviour is similarly referenced.

### **Pupil Ambassadors**

Pupils in Year 6 will be given the opportunity to become Pupil Ambassadors; these pupils will be encouraged to refer to the School Values when monitoring and supporting children throughout the school. They should seek to positively reinforce good behaviour, referring to the Values. They should also see themselves as role-models to the younger years and therefore seek to provide a suitable behavioural model through their own actions. When dealing with poor behaviour, they should remind children of the School's expectations and refer any examples to staff. Examples of good behaviour can also be nominated by Pupil Ambassadors and appropriate rewards, such as house-points and certificates, will consequently be awarded if appropriate.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Recognition of good behaviour is rewarded by house points in class and by Certificates presented publicly in Friday assemblies, related directly to the appropriate Values demonstrated.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied and to whom.
- It should be timely i.e. as close in time to the incident as possible.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. If a child does not conform to the school values, there is a ladder of sanctions that will be applied to remind the child of our expectations.

### Ladder of sanctions:

1. First verbal warning
2. Play time missed - children to sit outside staffroom (record of occurrences to be kept by class teacher)
3. Remove child to work in a 'buddy' class.
4. Child sent to Deputy Head or member of Senior Leadership Team
5. Child sent to Headteacher - incident recorded in "Red Book" and parents informed. In some cases a letter will be sent home and is to be signed and returned the next day. In some cases the child will be on a home-school behaviour report for a period of time to be agreed. Repeated incidents might result in a short-term internal exclusion within school if appropriate.

In addition, the following incidents will warrant an automatic "red card":

- Refusal to do as asked by an adult
- Swearing
- Racist or homophobic remarks
- Intended physical injury to another child

In the last resort, a fixed term or permanent exclusion will be used as the ultimate sanctions after a range of other measures have been tried to improve a pupil's behaviour. DFE guidance states that the decision (by the Headteacher) to exclude a pupil permanently should be taken only:

- In response to serious breaches of the school's Behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed, before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems, and they will be involved when necessary.

Parental participation in many aspects of school life is encouraged as necessary. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Also refer:     Anti-Bullying Policy  
                  Home-School Agreement  
                  *(copies available from office or refer to school website)*

Revised and agreed by School Development Committee of the Governing Body.....

Review Date: 15.11.18