



HIPPINGS METHODIST PRIMARY SCHOOL



Behaviour Policy

*'As a family we do our best with God in our hearts'
I can do all things through Christ who strengthens me: Philippians 4 verse 13*

Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally.

This document is a statement of the policy for promoting good behaviour at Hippings Methodist Primary School. It sets out the key tasks and issues relating to Behaviour and includes references to other documents which provide more detailed information about procedures and responsibilities.

Children are encouraged to develop a mature and positive attitude to themselves, to their relationships with others and to the life of the school in general. Good standards of behaviour and respect for others are stressed and we hope to foster the social skills and moral awareness that will enable the children to become well-balanced individuals who will enjoy all aspects of life.

The school has a legal responsibility to promote good behaviour at school which includes

*promoting among pupils self-discipline and proper regard for authority
encouraging good behaviour and respect for others
securing that the standard of behaviour is acceptable
otherwise regulating the conduct of pupils*

Although this is a rather stark statement of the basic principles, it nevertheless summarises the school's aims, which would seek to implement these aims to help create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

School Aims

- To create an environment that 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-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely understood
- To encourage the involvement of both home and school in the implementation of this policy

Standards of behaviour

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we try to work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility and the ethos of the school as set out in the Mission Statement. It is also important to appreciate that

- even where behaviour is generally acceptable there is still scope for improvement at individual or group level
- school should focus on the causes of poor behaviour rather than the symptoms
- school can always make a difference and even the most difficult children can be helped

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, as their example has an important influence on the children.

As adults we should 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 happy, caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

It is important that the children also contribute to the ethos of the school and be involved where appropriate.

- helping to define problem areas and suggest solutions.
- deciding on fair and just courses of action
- supporting reward systems and affirming good behaviour
- being involved in discussion of positive attributes
- contributing views on world, community and school issues which help to form attitudes

We believe that a positive partnership with parents is crucial in promoting and maintaining high standards of behaviour. We aim to involve parents by

- publicising school expectations, attitudes and procedures.
- keeping parents informed about their own children's behaviour
- promoting understanding and support
- building relationships of mutual trust and co-operation
- encouraging parents to define problem areas and suggest solutions
- identifying problems at an early stage and involving parents when difficulties arise
- supporting reward systems and affirming good behaviour
- offering support and advice where appropriate

The Curriculum and Learning

We believe that a well-structured curriculum and effective learning contribute to good behaviour. Effective 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 the curriculum should have clear objectives, be 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 teacher 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. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. 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 should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a minimum
 - be simple, practical, sensible solutions to real problems
 - be explained in a way that ensures the problem and solution are understood
 - be positively stated, telling the children what to do rather than what not to do
 - actively encourage everyone involved to take part in their development
 - be consistently applied
- promote the idea that every member of the school has responsibilities towards the whole school community.

Traffic Light System

All classrooms have an individual traffic light system. This supports with following class rules and the school behaviour policy.

Each child begins the day with their name or photo placed on the green circle.

If for any reason a child does not follow instructions or misbehaves then they will be asked to move their name to amber.

Pupils do have an opportunity to move back to green by following the rules and redeeming themselves.

If the poor behaviour continues then the child would move their name or photo to red. This would result in them going to complete their work in the entrance hall. If behaviour continues a phone call home will be made and a meeting with the pil and parents will be made.

Any child who persistently finds themselves on red (3 occasions within a half term) then parents will be asked to meet with the class teacher and a member of SLT.

Rewards

Our emphasis is on rewards to encourage good behaviour, rather than on the punishment of failure. 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.

The following are whole-school based rewards, usually presented during Friday Assembly. Care is taken to see that all children are able to earn rewards, irrespective of academic or sporting talent. We try to ensure that rewards are fair, consistent and understandable.

- **Green Merit Badges** Awarded by staff in each class, for special achievement in curriculum, Usually 1 per week per class.
- **Gold Star Badges** Awarded for excellent behaviour. Usually 1 per class per week.
- **Yellow Merit Badges** Awarded for showing that they are following the Christian Values.
- **Team Points** Awarded to individual children for more everyday achievements, e.g. effort, completing special tasks or targets, finding information, being helpful, caring or friendly. Team points are recorded on a class sheet for each team. The sheets are collected by Y6 who record the totals on a spreadsheet on Thursdays. The results of the week are announced on Fridays. Each half-term, the team with the highest total is presented with the Team Points trophy.
- **Achievement Awards / Class Dojo points** Presented at the discretion of staff for particular personal achievement. These recognise a specific target on the part of the child, possibly as part of a behaviour improvement programme.
- **Personal interests and Achievement** We believe it is important to recognise out-of school achievement and interests and children are encouraged to bring certificates and awards gained in out-of-school activities and tell the school about them. These may be for sport, dance, gymnastics, music, organisations such as Cubs or Girls Brigade, helping charities or community work. Other children can be inspired by the range of interests they see.
- **School Sports.** Recognition of achievement is important in implementing the school policy on sport. Team membership and representing the school is seen as an honour and a responsibility. We feel it is important to emphasise qualities of fair play and courteous behaviour in sport. At times it is possible to celebrate success, but we feel it is equally important to support and encourage children who have experienced failure and

disappointment. Personal qualities of determination, teamwork and graciousness in defeat are seen as important.

In addition, each Teacher organises informal, class-based systems appropriate to the age and development of the child and to curriculum needs. These may involve a range of rewards such as stickers, stamps, class approval, marking of work, involvement of other adults to give special recognition. The Headteacher has an important part to play in recognising achievements of all types.

In addition to these 'formalised' schemes, the place of spontaneous praise and encouragement should not be underestimated. Recognition of good behaviour by staff, especially where this is communicated to parents should be a regular part of our relationship with the children. It is important with all children, but especially where children may have difficulty at school, to grasp opportunities to praise, encourage and recognise achievement.

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 and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

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

- children should be allowed to put their point of view before a decision is made
- sanctions and punishments should be made in a calm and impartial manner
- it must be clear why the sanction is being applied.
- it must be made clear what changes in behaviour are required
- group punishment should be avoided
- 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.

Normal sanctions include

- expressions of disapproval
- opportunities for calming down and reflection
- apologies
- putting right any wrong actions
- withdrawal of privileges
- setting of tasks
- withdrawal from problem areas this may include staying inside or under direct supervision of a member of staff

It is important that any tasks set as punishments do not have the effect of creating negative attitudes towards the task itself when, in other contexts, the task is seen as a worthwhile and praiseworthy activity.

More difficult or persistent problems or cases where more serious action needs to be taken should always be referred to the Headteacher. Such incidents will include

- violent and aggressive behaviour
- bullying and intimidation
- use of bad language
- racial incidents
- damage or vandalism
- stealing
- inappropriate attitudes or speech to members of staff

It is important that staff discuss the incident with the Headteacher and provide information about the incident before the child is interviewed or any action is taken. Depending on the nature of the problem, the Headteacher and staff member will decide if it is appropriate to involve parents at this point. Possible courses of action will be:-

- investigation of the causes of the problem
- alerting parents of the incident and collecting information
- deciding action with parents
- setting up a behaviour improvement plan
- placing the child on the SEN register

- recording incidents in a behaviour log
- evaluation of curriculum provision, classroom organisation and the management of contributory factors

Where challenging behaviour does not respond to school measures alone additional specialist help from the Educational Psychologist may be necessary. This will normally be a progression of action taken as a result of an Individual Behaviour Plan and should involve all staff and agencies named in the IBP.

Repeatedly disruptive behaviour where the learning of others is compromised or particularly violent behaviour where a child or adult is put at risk will result in fixed term exclusion. Further exclusions may follow if the behaviours are repeated.

Communication and parental partnership

School rules and standards of behaviour have been built up over many years in partnership with parents and children. This has been done

- through the Governing Body and Parent Governors
- through the PTA and Friends of Hippings
- by direct consultation and direct survey of opinion (as with school uniform)
- by feedback from parents
- as a result of individual incidents
- through school evaluation and observation of provision

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 person in this process of communication is the Class teacher who has the initial responsibility for the child's welfare and Pastoral Care. Parental participation in school life is encouraged and this participation assists the development of positive relationships in which parents are more likely to be responsive when the school requires their support in dealing with difficult issues and unacceptable behaviour.

It is also important that parents know of success and achievement and play their part in encouraging and reinforcing the school's system of rewards and recognition of good behaviour.

The school communicates policy, rules and expectations to parents, staff and children through

- internal documents
- day to day information and contact
- the school brochure/staff handbook
- clarification and reminders in class and Morning Assembly
- letters to all parents, classes or families at appropriate times
- responses to individual incidents or requests

Rules should be stated calmly and positively, emphasising the reason the rule has been made, the benefit to the children and to the school and avoiding any extreme reaction or language. Communication should be neutral in tone, assume parents and children are reasonable, will see the school's point of view and will support the rule being made.

As most school rules are, we hope, based on sensible enduring principles, most parents will interpret new situations in the light of what they already know about the school. But life is constantly changing and a rethink of school practice is required from time to time. A particular toy, game or fashion may become suddenly popular and the school may need to formulate a new point of view to solve a problem that once did not exist. It is important in these cases to consult staff, parents and children, let those involved know what the problem is and point out the principles on which a new rule is being made.

SCHOOL RULES

A. Basic principles

Rules should :

- be kept to a minimum
- be simple, practical, sensible solutions to real problems
- be explained in a way that ensures the problem and solution are understood
- be positively stated, telling the children what to do rather than what not to do

- be consistently applied
- promote the idea that every member of the school has responsibilities towards the whole of the school community.

B. Before and after School Sessions

Before and after School Sessions

Children should arrive between 8.40 and 8.45 and be ready in the playground when the bell is rung. Ball games are not permitted before school starts. Children should wait quietly and sensibly with a carer without playing running games which could cause a worry or danger to those waiting.

The school has a responsibility for care of the children from 8.45 onwards, but will deal with situations before this time if it involves safety, health or welfare. If the weather is very wet or cold, the children are allowed to enter the building earlier at the discretion of the Headteacher or Deputy Head.

School gates are opened at 8.40 am each morning and the doors into the building are opened at 8.45am. Pupils are expected to walk sensibly to cloakroom areas to remove coats and belongings and then proceed to their classrooms where teachers will be waiting and a morning challenge/activity will be set.

At lunchtime (12.00 for KS1 and 12.00 for KS2) Staff are responsible for their own class. Some children will go to the dining room for their meal, others go outside to play. Normally, responsibility is assumed by lunchtime staff, but children are still the responsibility of class teachers if they have been given instructions by the teacher to complete work, help in class or are involved in a lunchtime club or activity. Children who have permission to remain inside because of illness are the responsibility of the Head and lunchtime staff

At the end of lunchtime (1.05pm KS1 1.00pm KS2) the children are supervised on entry to the building by Lunchtime Staff. Teaching Staff should ensure they are in the classroom to accept their class. Children who go home for lunch should arrive back at school not more than ten minutes before the start of their afternoon session.

At the end of the afternoon session, children should leave the building in a calm and quiet manner. Behaviour on the way home is important and normal school rules apply whilst children are within school grounds. We also expect children to behave responsibly and carefully on the way home. This includes

- using the school crossing sensibly
- having respect for other children and adults
- maintaining the good reputation of the school in the way they speak and behave

Cases where children behave badly outside school should be investigated and dealt with in co-operation with parents.

With respect to younger children, staff should ensure that they are collected by a known, authorised adult.

Children who are not collected after school should wait in the school entrance.

Parents who bring or collect children by car are requested to use the main entrance on Heron Way and the large parking spaces opposite the school. For reasons of safety, parents should not park or turn in Alice St., park near the crossing warden on Fielding Lane or enter the staff car park.

Playtimes

Morning Playtime 10.30 to 10.45 (KS2) Afternoon break (at the discretion of the class teacher)
10.45 to 11.00 (KS1)

Just before the start of playtime, teaching staff should make sure that the children are ready to leave class and then supervise the children as they leave. Any children allowed to remain in class are the responsibility of the class teacher.

Children should go to the toilet before going outside and should not re-enter the building unless they have permission to do so from the teacher on duty.

The children should keep to their own playgrounds. The grass areas around the playground are not to be used in normal circumstances.

Playtime supervision is arranged by rota displayed on the staffroom noticeboard. Any changes should be notified to the Headteacher in advance. Whilst supervising playtimes, staff should

- make sure that the children play safely and with respect for one another

- ensure playground rules are kept
- note and deal with any problems themselves or refer problems to other staff
- ring the bell promptly at the end of playtime
- make sure the children enter the building quietly and safely
- arrange for another staff member to deputise if unavoidably delayed
- remain in the playground until all the children are inside
- ensure the doors are shut

The following general rules apply to the children at playtime

- no games are permitted that involve fighting, pretend fighting or undue roughness
- competitive 'side' games of football are not permitted
- Playtime toys will be provided by school.

If the weather is bad, an inside 'wet' playtime is arranged at the discretion of the staff on duty. On these occasions, the children should remain in their class bases, select a quiet activity and act responsibly. The classes are supervised by the class teacher and TA. Class teachers are responsible for defining suitable activities and providing equipment for their own class.

If conditions permit, the field may be used at the discretion of the Headteacher and under the same conditions of supervision as other playtimes. The staff must take a mobile phone up on to the field to contact the office if necessary and asthma inhalers must also be taken up. Football games are allowed if conducted sensibly. To ensure children are always in sight, children should not play in the playground unless special permission is given and an additional member of staff is available to supervise. Children must not go up the slopes.

At the end of playtime, the children do not line up but make their way into school class by class on the instructions of the staff on duty. This should be carried out in a courteous and gentle manner.

Lunchtime

In general, the children are supervised by the Lunchtime Staff under the direction of the Headteacher.

Teaching Staff are responsible for the children as they leave class and for a reasonable period afterwards.

First sitting (12.00 - 12. 30) is for all children in Key Stage 2. Second sitting (12.30 - 1.00) is for all Key Stage 1 pupils. Rules applying to lunchtime are as follows :

- Classes using the hall should try to make sure that the hall is available from 11.40 to allow the kitchen staff to set out the tables and chairs.
- Children should enter the hall quietly and safely
- Children should move carefully in the hall and respect the safety and enjoyment of others
- Talking should be maintained at a conversational level
- Parents of children who bring a packed meal should ensure that the items supplied are appropriately packed, can be opened safely by the children and are suitable for the children to eat with a minimum of supervision. Glass flasks, glass bottles and hot items are not permitted.
- Younger children will be helped by lunchtime staff as appropriate.

We hope that lunchtime will be a pleasant time for everyone and an opportunity for developing social skills and consideration for others. The lunchtime staff are responsible for the conduct of the children in the hall, around school and outside during lunchtime. Areas to be supervised are allocated on a rota basis. Any matter of concern arising at lunchtime should be referred to the Headteacher or Deputy Head.

During lunchtime play, normal playtime rules apply.

From 12.55 onwards, Lunchtime staff should begin to bring in the children ready for the afternoon session.

Moving about

In the school, it is especially important that children move around the building with consideration for others. General rules are :

- Movement around the building should always be quiet and careful.
- Children should watch and listen to see what sort of activity is going on as they move from area to area and act accordingly.

- Children need to be aware that groups or classes may need quietness even though their own class has finished.
- If a child needs access to an area or equipment used by another group, permission should be sought from the adult in charge.
- Children should respect and care for their own property, the property of others and the school building and equipment.
- Children should watch and listen to what children are doing in other parts of the school as they move - it may be interesting!
- Children should be aware that they may sometimes have to wait quietly.
- Children should be aware that there will be times when they are not directly supervised and need to develop responsibility and self-control.

F. Classroom Rules

Most classroom rules are developed by individual teachers, often as a class exercise. It is important that children take a real part in drawing up the rules which apply to their lives. The following rules were suggested by the children after a series of assemblies

- children have the right to get on with their work and learn
- children should be treated fairly and respectfully by everyone - and so should teachers
- members of the class should be polite, kind, thoughtful, honest and sensible towards one another
- everyone should respect other people's belongings
- no-one should waste our time by showing off, being noisy, being naughty or spoiling anything
- it is wrong to tell tales to get someone else into trouble unfairly

G. Clothing & Uniform

The schools policy on uniform, clothing, jewellery and equipment is detailed in the school brochure and in letters to parents as the children move through the school. Clothing can be a sensitive area, particularly with the older children and good relationships with parents is an important factor in making policy work. Generally, our families support the school policy on uniform and see the positive side to it. We have tried to

- make the school uniform practical and attractive
- be flexible about exact uniform items
- involve parents in decisions about uniform (particularly through the Friends of Hippings School)
- deal with problems gently and quietly rather than pursuing 'test cases'
- support parents in making dress for school a less stressful issue. (See note below)

Particular rules regarding uniform and dress

- Parents are asked to support the school policy, even though they may personally disagree with individual rules, as part of the whole 'package' of care and discipline in the school.
- Rules for clothing and equipment in PE are important as they affect children's safety. Inappropriate items may prevent children from taking part in some activities.
- Children are discouraged from attaching too much importance to fashionable brands of clothing and footwear.
- Problems with uniform, clothing and equipment should be discussed with parents constructively before any decision is made about suitability. Direct contact with parents is always more productive than messages taken verbally by children.

Issues of dress and equipment should always be handled sensitively and with regard to other factors in the child's behaviour, personality and family circumstances.