



## Behaviour Policy at Hordle CE (VA) Primary School and Nursery - June 2019

*Hordle CE (VA) Primary School & Nursery shall be referred to throughout this policy as Hordle School.*

At Hordle School we understand that it is everyone's responsibility to support children in learning how to behave.

We understand that supporting children in developing socially acceptable behaviours is a life skill that will prepare them for the wider world.

We accept that, no matter what a pupil's home environment or expectations may be, we uphold high expectations of all.

We recognise our duty to be inclusive and understand that some pupils may need additional support. Provision for these pupils is built into the Behaviour Policy and Guidelines.

We know that children are more likely to succeed if we have the support of families. Therefore, at all times, we aim to work in partnership.

This booklet is an essential read for all staff.

Any questions should be directed to the headteacher or phase leader.

### **Ethos**

At Hordle School we believe that it is our duty to prepare children for a life beyond education in which they will be an active participating citizen.

Our approach to behaviour is therefore set firmly on key principles of well being for young people.

**Staying Safe**—children's behaviours will keep them and others safe and they will be empowered through language and behaviours to deal with inappropriate actions e.g. bullying.

**Be Healthy**—children will understand the impact of negative behaviour on our emotional health and understand that our emotions may affect our behaviours

**Excellence and Enjoyment**—Children will understand that they have a right to enjoyment and happiness and will understand how their behaviour and that of others can affect this right.

**Economic Well Being**—we want our children to be employable in the future and will instil the key behaviours of respect which will support them in the workplace in adulthood e.g. timekeeping, respect, manners and appearance.

**Positive Contribution**—as citizens of the future, we want our children to contribute purposefully to the wider society through the promotion of altruistic behaviour.

**Hordle School supports and upholds the United Nations Rights of the Child. We believe that pupil behaviour towards each other is a key factor in upholding these rights and therefore the following articles from the convention are key to our policy and practice.**

*All children should be protected from violence, abuse and neglect, and governments should protect them.*

*Article 19*

*Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.*

*Article 34*

*No child should be punished in a way that humiliates or hurts them.*

*Article 37*

*All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.*

*Article 12*

*All children have a right to find out things, and say what they think through speaking, writing, drawing etc. unless it breaks the rights of others.*

*Article 13*

*All children have the right to meet, make friends with, and join clubs with other children. Article 15*

*All children have the right to privacy.*

*Article 16*

*Parents should help children learn what is right and wrong.*

*Article 14*

*Education should teach children to respect their parents, their own and other cultures. Article 29*

*Education should prepare children to live responsibly and peacefully in a free society. Article 29*

*All children have the right play, and to join a wide range of activities.*

*Article 31*

## **Key Behaviours/Dispositions**

With these key principles in mind, we believe that our focus on the following

'Desirable Behaviours' will support our pupils in leading happy and successful lives in the future.

**Trust**  
**Self-control**  
**Patience**  
**Emotional Intelligence**  
**Respect**  
**Independence**  
**Compassion**  
**Tolerance**  
**Honesty**  
**Integrity**  
**Good manners—STEP**  
**Altruism**

## **Being a Superhero**

At Hordle School, we uniquely set our children's learning within our 3 key areas of learning for life and our 6 Habits of Mind which will enable children to be successful in later life. These are our Learning Superheroes which are displayed in all classrooms and are part of the children's everyday life in school.

Although these skills relate broadly to all aspects of children's learning, they specifically relate to behaviour in the following ways.

### **Identity**

If I have strength of character and confidence in who I am as a person, I will be better placed to resist the efforts of those who might try to lead me astray. I know that I always have a choice.

### **Communication**

I will learn how to communicate my needs and wishes eloquently and clearly; "Please stop it, I don't like it!" I will know where to seek help from an adult when I need it.

### **Enquiring Minds**

I will always seek to understand more both about myself and others. I will try to understand others' points of view, even when they may not be the same as mine.

### **Responsibility**

I, and I alone, am responsible for my behaviour. I can always choose how to respond in any given situation.

### **Resilience**

Sometimes, life is challenging and this can affect my behaviour. I can learn to be emotionally resilient and this will help me overcome difficulties.

### **Risk Taker**

I can learn to take appropriate risks and know the effects of taking inappropriate risks both on myself and others.

### **Sense of Humour**

Sometimes I need to laugh at myself or with others. Laughter can diffuse situations and bond people together. It's a great way of making friends.

### **Teamship**

Learning how to work with others, even those I may not like, is an important part of leading a successful adult life.

### **Motivation**

I am the master of my destiny and I can motivate myself and others to behave differently and respond appropriately to difficult situations.

## **Language**

### **The Language of Rights and Respect**

At all times and in all areas of the school, misdemeanours will be dealt with using the language of **rights and respect**.

- You have not shown me respect by....
- You have interfered with .....’s right to learn / to be happy at playtimes
- You have not shown respect for .....’s feelings
- You have not shown respect for the school’s property.

### **The Language of Superheroes**

In all areas, children who demonstrate consistent good behaviour will be recognised and rewarded with the language of **our superheroes**.

- You have shown me that you have taken responsibility for your behaviour by making the right choice and...  
Sanctions will also be dealt with using the language of super heroes:
- E.g. On this occasion you did not show us that you are being a good team member. Everyone here has the right to be happy so you need to work on your teamship skills.

### **The Language of Learning**

Children's appearance and their demeanour in the classroom will be dealt with using the language of **learning**.

- Could you please tuck your shirt in and **show me that you are ready for learning**.
- Please sit up straight and **show me that you are ready for learning**.

### **The Language of STEP**

Children's use of manners at all times will be dealt with by reminding children of our **STEPS for Success**.

- **Sorry**
- **Thank you**
- **Excuse me**

## **· Please**

All staff will expect these to be used routinely. Children should be taught to expect them from one another.

## **Rewards**

The following are a range of rewards that all staff may use to reward positive behaviours of any kind.

**Celebration Assemblies**—staff can nominate children at any time for any reason.

**Public Praise**—Calling in parents at the end of the day / writing in the home link book to share ‘happy news.’ Staff should make a conscious effort to do this twice as much as for ‘other reasons.’

**Praise Postcards**—Staff should aim to send two of these at least once a week

Sending **work to the headteacher**—open door policy for children **even if in meetings**. (except meetings with parents)

**Superhero Learning Points**—these can be awarded by any member of staff. House captains are responsible for awarding special awards in celebration assembly for particular achievements.

**Pupil nominated awards** in class

**Responsibilities**—children are given special responsibilities as a result of their consistently good behaviour.

**Teamship**—class / table awards. Focusing on working on an aspect of behaviour **together** for a collective benefit.

**Headteacher’s Tea Party**—Children with outstanding records to be invited to tea party.

## **Sanctions**

**1 Warning Only**—This school consistently operates a one warning policy. Only one warning will be given and then a sanction will be administered.

### **The Language of Choice**

is used when talking about misdemeanours. All children need to be reminded that they have the locus of control and that behaviour is their choice. To ignore a warning is to show disrespect to the adult (or child—see empowering language) who gave it and is a deliberate choice.

### **Warnings:**

This is your warning. If you **choose** to do .....again then.....

I am very sorry. You have **chosen** not to listen to my warning and therefore you have **chosen** to...e.g. miss 1 minute of playtime. Remember we always have a **choice**.

**Loss of Golden Time**—5 mins

**Time out** in another class—5 mins to think about behaviour

**Starting Again**—For all children a sanction is a point in time.

**Missing playtimes or lunchtimes**—For inappropriate behaviour on the playground, children miss their playtime or lunchtime in order to complete a superhero reflection sheet with a member of the Senior Leadership Team.

**Confiscation of Items** - If children have brought in inappropriate items to school or are not using them appropriately, they will be confiscated and will be available for collection either from the office or class teacher at the end of the day.

At Hordle School we teach the children that **WE CAN ALWAYS START AGAIN.**

### **Records**

Staff will report serious incidents in the relevant books/files so that monitoring over the long term can take place. Lunchtime team will complete behaviour forms and pass to class teacher to ensure good communication between the two teams.

## **Bullying**

At Hordle School we believe that bullying is wholly unacceptable and will not be tolerated.

Our school definition of bullying is behaviour that is:

**Ongoing  
Deliberate  
Hurtful (physically or emotionally)**

All staff are expected to be vigilant to issues between groups or individuals which might be bullying.

### **Receiving an Allegation**

If a child makes an allegation of bullying, staff are expected to take the matter seriously and to investigate fully. Where staff find that there has been an incident of bullying they **MUST** report it to the headteacher and the phase leader and record appropriately.

### **Dealing with Bullying**

Bullying is a very serious issue and parents of all concerned must be notified. At those meetings, staff are expected to communicate to the parents of:

The bully: what sanctions are to be delivered and what support is to be provided to ensure that the pupil succeeds in future.

The victim: what support is being provided to ensure that pupil can return to school and feel safe.

Staff are expected to document all agreed actions in Parent Consultation Files and to feed back to the headteacher.

**Serious Misdemeanours**—Serious misdemeanours are accelerated through the line managers, DHT and HT. These would include:

Bullying, Racism, Swearing, Serious physical injury.

Staff are expected to be able to use professional judgement when an incident is sufficiently serious to bypass the line management and come straight to the headteacher.

### **Persistent or Extreme Offences**

In the rare event of persistent or extreme offences, it may be appropriate for a pupil to receive a fixed term exclusion. In this case staff should talk with the headteacher who will liaise with the Local Authority.

Exclusions are exceptionally rare and it is at all times our aim to keep children **in** school in an inclusive supportive environment.

## **Behaviour Staff Guidelines**

### **Staff Expectations**

#### **Tenacious Intervention**

If staff see children acting in a way which is not in keeping with our whole school ethos, it is expected that they will intervene positively. All staff are expected to provide credibility to the school stance on behaviour by behaving **consistently and tenaciously**.

#### **Rewards and Sanctions**

All staff are expected to administer rewards and sanctions with a focus on the former. All staff are responsible for ensuring that boundaries remain tight and clear to all children. Staff are expected to refer special celebrations to the headteacher for inclusion in celebration assembly.

#### **Monitoring**

Staff are expected to exercise a pro-active duty of care. This will include regular monitoring and observations, follow up issues and ask questions.

Staff are responsible for communicating with each other so that a joined up picture of a child's behaviour is established.

#### **Role Play**

All staff will also teach the language of empowerment explicitly in their class: **Stop doing that please...I don't like it.** (*loud and clear with eye contact.*)

Children are taught that to hear this phrase from a peer is the same as a 'first warning' from an adult. If they choose not to stop then they can expect the same consequences.

Children are also taught through role play how to behave in different situations in school- e.g. coming to the school office.

Staff might also use photographic displays to model desired behaviours.

### **Hordle Values—Learning Superheroes**

All staff will refer to the 6 Superheroes when explaining to children what they have done wrong and ensure that the child understands which Golden Rule has been broken. When dealing with any issues, staff will consistently refer to the language of self-control '**We always have a choice**'. Staff will help the child to recognise at what point they had a choice, what that choice was and what the outcome would have been had they made the better choice.

### **Playground Games**

Playground games will be explicitly taught to children in curriculum time. This will include games which require no apparatus and include how to use the adventure playground.

### **INSIDE**

Walking at all times

School Shoes

Shirts tucked in to show that we are ready for learning

Considerate kindness e.g. holding doors (for peers not just adults)

Hands out of pockets

### **WET PLAY**

Calm behaviour or sitting down

In own class

Responsible for tidying up (Dustpans in every class)

Quiet and appropriate games only

Respectful play with wet play boxes

Permission from an adult to leave the room

Staff (lunchtime team) are expected to set wet play challenges for children to promote positive behaviour

### **DISCOVERY CENTRE**

Low level noise—showing consideration for learning

Seated

Stools and keyboards tucked in when finished

Eyes away for passwords

### **PLAYGROUND**

No screaming

Considerate and careful play

Respectful listening to adults

Good sportsmanship

### **QUIET YARD**

Walking, Sitting, Standing still

Low level talking

Gentle Play

*Children with particular needs (e.g. autism use the Quiet Yard as a retreat from the business of the play ground. It is therefore essential that staff supervising this area insist on these rules for the benefit of our more vulnerable pupils.*

## **LUNCHTIME HALL**

Low level noise  
Good table manners  
Please may I ...Thank you  
Walking only  
No food sharing

## **MOVEMENT**

Orderly fashion—usually a line  
Class lines to be constructed to ensure that children stand / sit next to children who will support their behaviour not distract.  
Quiet or silent as appropriate  
Includes transition to and from PE / church etc.  
Holding doors open for others  
When carrying electronic equipment, children to only carry one device at a time ensuring both hands are holding it securely

## **CHURCH**

Full school uniform including jumpers unless exceptionally hot.  
Feet hanging down / no kicking  
Quiet voices only  
Still and calm  
Leave the pew as we found it (no fiddling)

## **OFFICE**

Good morning/afternoon Mrs....  
Please may I ...  
Thank you.

Positive Management

## **EVERY DAY STRATEGIES**

**Overriding Aim: A school to be proud of**

***All classes will work to develop culture of teamship and pride—collective rewards.***

***We're proud of our class. We want to be the best.***

- Start like you mean to go on
- Ensure a culture of structure and routine in the classroom which makes children feel safe
- Use humour to avoid confrontation
- Respectful challenge of behaviour by staff
- Carefully chosen level of voice / body language for each situation

- Focus on rewarding the positive
- Publicly rewarding the positive with parents at the end of the day
- Assertive—indicating high expectations and expect your demands to be met (ensure it is a battle worth starting)
- Clear non-negotiables
- Consistent language patterns
- Explicit teaching of:
  - Manners
  - Kindness
  - Playtime games
  - Language to empower those who are subjected to inappropriate behaviour
- Sufficient motivation to be good—privileges as well as sanctions.
- Calm at all times
- Circle time (see Key questions for developing Circle Time Themes)
- Bubble time—a box which children can write their name if they want to talk to you
- Positive affirmations of playtime expectations before children go out to play
- Playtime debrief session with TA
- Modelling and role playing expected behaviours
- Make clearing away—ritualistic / fun / competitive (respect for our cleaning staff / pride in our classroom)

## **Community of Enquiry/Circle Time**

### **Themes and key questions**

#### **RESPECT**

What is respect? What does it look like?

Who should be respected?

Is respect important?

Should we respect ourselves? What will this look like?

How can we respect property?

What is disrespect? What might this look like?

Why might someone be disrespectful?

How would we show someone disrespect with / without talking?

#### **PLAY**

What is play?

Is play a right?

How does play make us/others feel?

Is play the same for everyone?

What do you do if you don't like a game?

What does it mean to compromise? What might this look like?

How do you involve others?

How does it feel to be left out?

What is loneliness?

#### **KINDNESS**

What is kindness?

Has anyone shown you kindness today?

Will being kind benefit you?

How does it feel when someone is kind / unkind to you?  
How does it feel to be kind / unkind to someone else?  
What should you do if someone is unkind?  
How will learning to be kind benefit us in our lives outside school?

**TRUST**

What is trust?  
Is trust earned or given?  
What happens if we lose someone's trust?  
Do we have a right to be trusted?  
Is it a good thing to be trusted? What are the benefits?  
Why would we want to be trusted in our future lives?

**MANNERS**

Are manners really important?  
What are good manners?  
How do good / bad manners make us / others feel?  
When do we use good manners?

Signed

Chair of Governors:..... Date: .....

Headteacher:..... Date: .....