



**Hordle CE (VA) Primary School**



# **BEHAVIOUR AT HORDLE PRIMARY**



**Learning for a Lifetime**

# **BEHAVIOUR**

# INTRODUCTION

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 pupils' 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.

*Promoting  
positive  
behaviour is  
our  
collective  
responsibility.*



# ETHOS



The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work at Hordle School.



At Hordle Primary 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 in the 5 Outcomes of the Every Child Matters Agenda.

**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.



# ETHOS



The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. The UK signed the convention on 19 April 1990, ratified it on 16 December 1991 and it came into force in the UK on 15 January 1992. When a country ratifies the convention it agrees to do everything it can to implement it.

All of the rights in the convention apply to all children and young people without discrimination.

## **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 form 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-regulation**  
**Emotional Intelligence**  
**Respect**  
**Independence**  
**Compassion**  
**Tolerance**  
**Honesty**  
**Integrity**  
**Good manners**  
**Life is not always fair**  
**Stop means stop**  
**Inconvenient Kindness—Altruism**



# EXPECTATIONS

This page is a quick guide for all staff and children of the **non-negotiable** expectations of behaviour in different areas of the school. Classroom behaviours are based on the Golden Rules and are unique to each class and therefore are not listed in this section.

## INSIDE

Walking at all times  
School Shoes on (NOT TRAINERS)  
Shirts tucked in to show that we are ready for learning  
Considerate kindness e.g. holding doors (for peers not just adults)  
Accompanied by an adult unless holding a TRUST card.

## WET PLAY

Sitting down  
In own class  
In own place  
Responsible for tidying up (Dustpans in every class)  
Quiet games only  
Respectful play with wet play boxes  
Hands up to go  
Staff are expected to set wet play challenges for children to promote positive behaviour

## DISCOVERY CENTRE

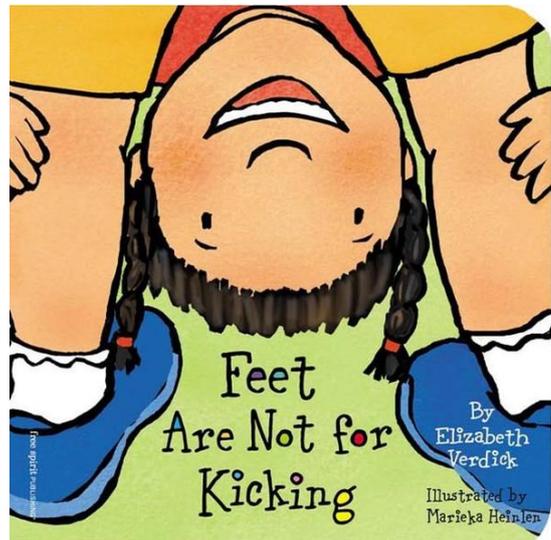
Low level noise—showing consideration for learning  
Seated  
Chairs tucked in when finished

## PLAYGROUND

No screaming  
Considerate and careful play  
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.*



# Non—negotiables

## EXPECTATIONS (cont.)

### LUNCHTIME HALL

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

### MOVEMENT

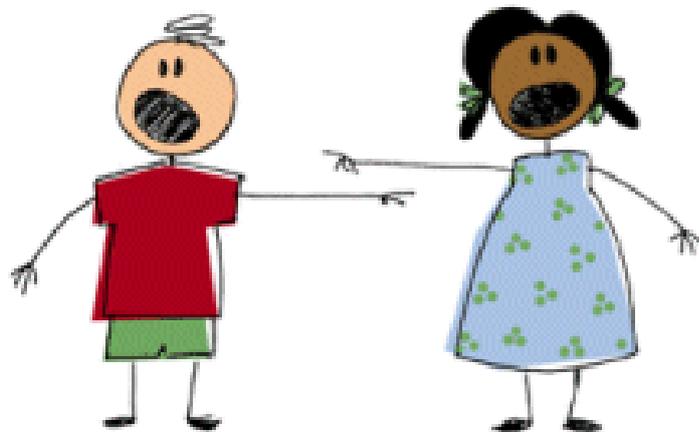
Orderly fashion—usually a line  
Class lines to be constructed to ensure that children stand / . Sit next to children who will support their behaviour not distract.  
Quiet or silent as appropriate  
Includes transition to and from PE / church etc.

### 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.



# LANGUAGE

***The following language will be used in all areas of the school, by all staff at all times of the day.***

***This consistency is vital to ensuring that the children feel safe and secure in our expectations of them.***

## 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 Trust

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

- You have shown me that I can trust you by doing...

These children might also be described as '**always**' children. Always children are a distinction of trustworthiness and receive special privileges as a result

Sanctions will also be dealt with using the language of trust:

- E.g. You have shown me that you cannot be trusted to keep others safe at lunchtimes, therefore you will be losing some of your playtime until you prove you can be trusted again.

## The Language of Learning

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

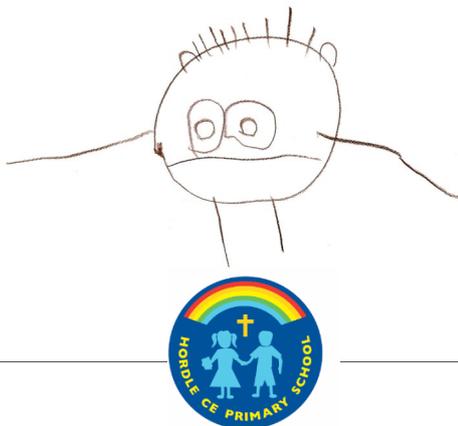
- Could you please tuck your shirt in and **show me that you are ready for learning**.
- Please take your feet off the chairs, sit up and **show me that you are ready for learning**.

## 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.



# 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.***

The following pages are a selection of positive management strategies which all staff may utilise to support the whole school ethos of behaviour.

- 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)

