

Holy Trinity Pewley Down:

A Federation of

Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Behaviour Policy

Opening Statement

At Holy Trinity Pewley Down we believe that positive pupil behaviour can be achieved if all pupils are valued individually and are given opportunities to take responsibility for their actions and for the running of their school life. As a Church of England School our views on behaviour are underpinned by the Christian tradition. Specifically the value: 'Everyone is treasured and loved as a unique child of God.'

The emphasis is upon encouragement and praise for positive behaviour, rather than on punishment for inappropriate behaviour. Children are given a clear framework for the standards required of them together with the consequences of choosing to behave inappropriately. This code of behaviour is understood and applied by all members of the teaching and non-teaching staff.

AIMS

- To enable children to reach their potential by being able to learn in a safe, caring and well-disciplined environment
- To help children acquire behaviour attitudes and actions that will equip them for a successful adult life
- To make children aware that their behaviour affects the happiness of others
- To help children to consider the impact their behaviour/actions can have upon themselves and others

OBJECTIVES

- To promote and encourage high standards of behaviour in line with individual class charters. These charters will show progression and continuity throughout the time the children are at Holy Trinity Pewley Down School
- To create and reinforce a whole school, shared responsibility for behaviour management
- To establish agreed practices through an appropriate system of rewards and sanctions
- To involve all staff, pupils and parents in promoting good behaviour

FACTORS RELATING TO GOOD BEHAVIOUR

Staff

Good behaviour is most likely when staff:

- have a clear and consistent approach to classroom management which is contributed to and understood by all pupils
- are well prepared and provide appropriate work for pupils of varying abilities

- take an interest in children's own activities and value children's work
- understand what is expected of the children both inside and outside the classroom
- extend and motivate children with challenging tasks
- deal with problems promptly
- listen to and value all points of view
- remain calm and assertive but not aggressive
- follow incidents through using agreed procedures
- use a consistent system of rewards and sanctions
- publicly acknowledge and promote good behaviour / attitudes (e.g. praising politeness / respect)
- provide a good personal example - sympathy, humour, self-control etc.
- are visible about the buildings and grounds
- are aware of individual needs/circumstances and respond accordingly

Pupils

Behaviour is best when pupils:

- are aware of and follow the class charter
- are taught to have a well-developed sense of empathy
- are aware of classroom organisation and expectations
- are aware of and understand the reasons for the system of rewards and sanctions
- see good behaviour / attitudes around them
- are involved in the development of their school through the voice of school council

Parents

Behaviour is best when parents:

- are aware of the behaviour statement expectations, and sanctions and the reasons for them
- are informed and consulted about more serious problems
- are involved in developing the school environment
- work together with the school

The Environment

Behaviour is best when:

- there are differentiated play areas, including active and quiet areas
- children are aware of the purposes of different areas
- the school is tidy and ordered and well respected by all
- supervision is pro-active, stimulating and involves changing risks being dynamically assessed
- there are quality displays to interest children
- the Eco-team is involved in decision-making about improving the environment

REWARDS AND SANCTIONS

Rewards

The following may be used to reward children

- Positive, constructive comment – can be written or verbal

- Stars, stickers, house points and smilies, plus ‘Star of the Day & Week’ / ‘Crow’s Choice’ / ‘Famous Fives’– these range from individual class / year group to whole school systems
- Displaying pupils’ work and making a feature of it,
- For exceptional effort or high achievement a child can be sent to Clare and/or other teachers for a special award
- Letting parents know about sustained good performance / effort through a comment in the home reading record book, homework diary, phone call or letter and at Parent Consultation evenings Each teacher should try to call to tell parents good news.
- Encourage positive behaviour by sharing examples and discussing solutions in class Circle times/Thoughtful times

Dealing with Inappropriate Behaviour

Sanctions and strategies

- Time out – quiet time on their own in an agreed area to allow time to cool/calm down to avoid incidents and before discussion about the inappropriate behaviour
- “Zero tolerance” for talk while adults/peers have the floor
- Child sent to another class/year group teacher
- Have space within class where a child can continue to work but alone (single table)
- If a child has made you cross, frustrated or angry, send them to another teacher
- Talk together during or after class. Have a detailed discussion of motives for poor behaviour
- Use social stories, happy books and emotion coaching
- If a child swears at an adult, they should be sent directly to the head
- If there are any racial issues, speak to the head
- Each teacher should phone parents if there is a noticeable decline in a child’s behaviour
- Keep a record of when you have called parents, whether for good or bad behaviour. Keep a log of conversations with parents, even for small worries
- Ask children to tell their parents of their good or bad behaviour

The “Can’t Do’s”

Teachers should not:

- shout or lose control
- keep the whole class in for a few children’s misdemeanours (this can result in a child thinking there is no point in being good if they are going to get punished anyway)
- send a child out of the room to go “nowhere”
- use sweets as a reward

SERIOUS BREACHES OF DISCIPLINE

In cases of much more serious breaches of discipline e.g. bullying, physical aggression, violence or swearing, unauthorised absence from school, or refusal to cooperate, the child / children should be sent to the head teacher immediately. It is essential to make it clear by written note why the offender has been sent. In such cases it is the policy of the school to ask parents to attend a meeting in order to work together with the school to find an acceptable solution.

Pupils who are on the SEN register for BESD and display frequent difficulties with behaviour will have an Individual Behaviour Plan that is agreed with staff and parents. In-house suspension for up to a week may be used. This consists of a child working in school away from his/her peers.

EXCLUSION

Exclusion will only be used as a last resort or in extreme cases of misconduct or physical violence. It should be noted that this has not occurred since the 1980s. Staff will always work bearing in mind the values of the school. Permanent exclusion will occur only when all other avenues have been exhausted, and when the head teacher, in consultation with senior colleagues and members of the discipline committee, feels that there is no other alternative. In all cases of exclusion, a clear code of practice will be followed.

Review

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed biennially by the Governing Body and will be revised as often as may be required.

Date of last review: January 2019
Date for next review: January 2021

Signed:

Clare Brunet
Headteacher Holy Trinity Pewley
Down School

Mark Sharman
Governor of Holy Trinity Junior Pewley Down
School – ECM Committee Chair