



Good Behaviour Policy

Rationale

We believe that school communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self-discipline enabling children to become responsible members of society and to be able *to make the right choices*. Rules need to be fully understood by staff, children, parents and governors and applied consistently and fairly. Good behaviour should be recognised and praised at all times.

Our Core Christian Values

These underpin our school's Good Behaviour Policy:

Hope - seeing the good in everyone/thing

Honesty - always being truthful

Forgiveness - letting go of mistakes

Friendship - being a friend to all

Trust - in yourself and others

Love - for each other



Aims

- To create the conditions for a happy, orderly school in which effective learning can take place, and to ensure the safety and well-being of all children
- To foster a climate in which good behaviour and positive attitudes are expected, and which reinforce the school's Christian ethos to show love, friendship and forgiveness to others

We will endeavour to achieve these aims by:

- (a) Encouraging respect for self and others
- (b) Developing self-discipline in the children
- (c) Fostering co-operation among children and between children and adults
- (d) Enabling children *to make sensible choices* about how they behave
- (e) Teaching the children that actions have consequences
- (f) Encouraging the children to be honest and truthful
- (g) Promoting care and pride in the school and its environment
- (h) Encouraging children to accept responsibility for their own actions
- (i) Showing the children that it is important to care for others and to respect their property
- (j) Ensuring that the child is aware that it is their behaviour which is not acceptable, not themselves as a person
- (k) Having a clearly defined framework of expected behaviour, which is made known to everybody in the school
- (l) Displaying the Federation Expectations in Classrooms and around School
- (m) Reinforcing expectations from the 'Good Behaviour Policy' at regular intervals, emphasising why they are necessary

Federation Expectations for Everyday Good behaviour:

- We look after our school and each other
- We are kind, polite and helpful to everyone
- We keep hands, feet and other objects to ourselves
- We always do as we are asked and always allow others to get on with their work
- We walk sensibly and quietly in school

Playground Expectations for Good Behaviour:

- We stand still when the first bell rings
- We play on the grass / field when an adult has given us permission
- We use equipment when the playground is dry
- We let others join in the game
- We tell an adult if someone does or says something unkind, we do not retaliate

NB. Also see appendix A and B for Adventure Playground and Climbing Frame Rules personalised to each school

Hometime Expectations for Good Behaviour:

- We walk out of school in our classes with our teacher and wait until collected by an authorised adult

Whalton's Behaviour System ladder

- All Whalton classrooms have a Behaviour System Ladder
- In Classes 2 and 3, the ladder has 'Outstanding', 'Ready to Learn'; 'Reflect' and 'Consequence' rungs
- In Class 1, the ladder has 'Ready to Learn'; 'Outstanding' and 'Reflection'. All children begin on 'Ready to Learn' each morning

Longhorsley's Behaviour System ladder

- All Longhorsley classrooms from Early Years to Year 4 have a Behaviour System Ladder.
- In all classrooms we have a ladder of behaviour expectations ranging from Outstanding, Great - ready to learn, Time to reflect - which is a reminder of expectations and consequences (either a move away, a little time out or a change of scenery)

Link between Behaviour and Emotions

Across our Federation, we encourage children to recognise their behaviour and learn how to deal with their feelings appropriately. We base our ideas on the 'Zones of Regulation'; different colours representing a range of feelings:

			
			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad
Sick	Calm	Worried	Terrified
Tired	Feeling Good	Silly	Yelling
Bored	Focused	Excited	Hitting
Running Slow	Ready to Learn	Losing control	Out of Control

Each class interprets this slightly differently, as it is personal to their class members and needs to be understood by all children at an age appropriate level. There is a shared language and coloured zones; although how one child may feel in one zone can be totally different to another individual. As the children develop through their different years, we expect them to become increasingly self-aware of their emotions and how to manage them, as well as being able to recognise others' feelings in order to make the right choices and be able to help others in a positive and supportive way when they are struggling in a zone.

Praise and Rewards

Praise and rewards are important because they:

- Reinforce good behaviour
- Allow children to monitor their progress
- Increase self esteem
- Encourage continued good behaviour
- Celebrate children's achievement within the school community

Praise and rewards will usually be in the form of:

- Spoken praise in classrooms, playground, at lunchtimes, during collective worship and on visits; movement of the child's name up the Behaviour Display Ladder to outstanding
- Stickers on jumpers and in books; stamps and points, including School360 points
- A reward system which consists of a marble jar. Once the jar is full the whole school has a treat.
- Special Star of the Week and Christian Core Value Certificates given out at a weekly Head teacher's Award (WH) or Celebration Collective Worship (LH)
- Conversations with parents/notes home

Children are encouraged to show particularly good work to other teachers and the Head teacher. Achievements by children in and out of school are recognised by classmates and the whole school to improve self esteem.

Consequences

Consequences are important because they:

- promote consistency and fairness
- help children to make sensible choices about the way they behave
- encourage parental support
- inform parents of unacceptable behaviour

The consequences of choosing not to follow the expectations of the school will usually be in the form of hierarchical warnings and movement down the Behaviour Display Ladder.

1. **Reminder** of the school expectations with the opportunity to change their behaviour.
2. **Verbal warning** – naming the relevant school expectation which is not being met. The child's name moves to 'Reflect' where they reflect upon their actions and correct them.
3. **Written warning** – name moved down to 'Consequence' with the resulting consequence of missing playtime (or possible thinking time in class if relevant) – behaviour will then be discussed and parents informed. Records are made where necessary.
4. If behaviour fails to improve, Head teacher/Assistant headteachers will be notified and child's parents contacted to discuss ways forward and the possibility of further sanctions, including withdrawal of privileges.

Bullying

At Longhorsley and Whalton C of E First Schools, we believe that every child has the right to learn in a safe, caring and nurturing environment. Each school takes bullying very seriously and has a zero tolerance policy in place. Our Anti-Bullying Policy outlines our strategies and procedures for dealing with this.

All reports of bullying will be investigated by a member of staff who should:

- (a) inform the Headteacher;
- (b) ask other members of staff to be vigilant;
- (c) respond quickly;
- (d) reassure the victim and offer help and advice.

Please see separate Anti Bullying Policy

The FEDERATION of LONGHORSLEY St HELEN'S and WHALTON C of E SCHOOLS

Reviewed by staff, considered by Governing Body Teaching, Learning and Assessment Committee, approved at the Governors Meeting and implemented from that date.

Approved: Autumn term 2019
Review date: Autumn term 2020

Appendix A : Adventure Playground Rules at Longhorsley C of E First School

- We look after our Adventure Playground
- We go across and through the climbing wall, but not over the top
- We have no more than three people on the bridge at the same time
- We always go **down** the slide
- We never sit on the very top of any piece of the Adventure Playground equipment

Appendix B: Climbing Frame Rules at Whalton C of E Primary

- We look after our climbing frame
- We never sit on the top of any piece of the climbing frame
- Only one person is allowed on each trapeze bar and only one person at a time swings on the monkey bars
- We never try to touch or hurry anyone on the climbing frame
- We always tell an adult if we think something is unsafe

OUR FEDERATION EXPECTATIONS

1. We look after our school and each other
2. We are kind, polite and helpful to everybody
3. We keep our hands, feet and other objects to ourselves
4. We always do as we are asked and always allow others to get on with their work
5. We walk sensibly and quietly in school

Hope - seeing the good in everyone/thing

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