



## Policy for Good Behaviour updated September 2018

### 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.

### 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 expectations in Classrooms and around School
- (m) Reinforcing expectations from the 'Policy for Good Behaviour' 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

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' and 'Outstanding' All children begin on 'Ready to Learn' each morning.

All Longhorsley classrooms have a Behaviour System Ladder. In all classrooms we have Gold (Outstanding) Green (Great - ready to learn), Orange (time to reflect - reminder of expectations), Red (consequences - this may be a move a way, a little time out or a change of scenery!)

## **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
- 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 2018  
Review date: Autumn term 2019

## 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

**Honesty** - always being truthful

**Forgiveness** - letting go of mistakes

**Friendship** - being a friend to all

**Trust** - in yourself and others

**Love** - for each other

