

At Holywell Village First School our children are happy, independent and have positive self-esteem. They have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.



What do we hope to achieve by having this policy?

We aim for an achievement culture where every child has the opportunity to succeed. We have a positive 'can do' attitude. The children thrive in this atmosphere and aim high. They see themselves as learners and expect to succeed because the staff expect them too.

This policy is less about formal awards than moment-by-moment feedback and appreciation. Effort and attainment are expected and remarked upon. Success is rewarded with attention rather than 'bribes' although adherence to the school's behaviour policy will be rewarded.

The school is a place where learning is actively promoted. Learning and achieving is the goal, and everything about the school communicates this goal. There is focus and a climate of busy application. The school gets on with the job of learning. The successful implementation of this policy allows us to do that.

We expect **everybody** in school to show respect to each other.

How will we go about achieving these goals?

We have clear expectations of the adults in our school as they help the children to achieve these standards of behaviour. The adults' own behaviour will be a model for the children to copy. Adults will also help the children to develop in the way that they respond to the children's behaviour. We expect that over time children will respond to our positive reinforcement and help achieve our aims based on the values of the school.

What do we expect to see happening in our school?

Our aim is that all members of the school community feel safe, supported and cared for. We expect all members of the school community to take responsibility for their own actions.

Responsibilities of Children:

- To follow their Golden Code
- To ensure everybody has the opportunity to learn
- To treat adults and other children with respect and politeness
- To help to make the school a clean and pleasant place to be
- To show respect for their own property and the property of others
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour
- To ensure the safety of all the children and adults in school

Responsibilities of Staff:

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum

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- To recognise that each child is an individual
- To enable each child to do their best

Responsibilities of Parents/Carers:

Parents/Carers are role models for pupils and their behaviour. We expect parents/carers to:

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage respect for other people and their property
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day
- Conduct themselves in an appropriate manner in all of their dealings with school users and members of staff.

The Golden Code

Each class has their own 'Golden Code'; it is set up in discussion with the children and is revisited on a termly basis. It should reflect the children's responsibilities (see above) and also the protocols of the individual class. It should be displayed prominently in each class and referred to regularly.

'Catch them being good'

We want the children to be able to manage and control their own behaviour. As adults it is up to us to reinforce the positive behaviours we want to see.

Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. (See appendix 1 'catching them being good' for examples of the positive behaviour we wish to reinforce)

We also reward children through our 'Star of the Week' system where one or two children from each class are nominated for an award from the head teacher given out in weekly family assembly.

Teachers are also issued with 'praise pads' to reward good work / behaviour instantly in the class and around school.

House System

Our key behaviour strategy is the use of a school wide house point system to encourage and reward positive behaviour. The school is divided up into 4 houses children work as individuals and as a team to earn house points. House points are given at the discretion of staff in recognition of behaviour we wish to encourage (see appendix 1 'catching them being good'). Each class will keep a record of house points awarded. Lunchtime supervisors will keep their own records to be added to the weekly totals.

The house which wins overall at the end of the week will receive an extra outdoor playtime.

At the end of each half term the winning house will be awarded a 'house party' and the winning house at the end of the year will be awarded a 'house fun afternoon'.

The purpose of this system is to reward those children who consistently do the right thing and deserve the recognition of their peers and the wider school community

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Golden Time

Each week children are rewarded for their positive behaviour with Golden Time. Each child starts the week with 20 minutes of golden time. At the end of each week the children are given an 'in class' reward to be decided upon by individual class teachers based on the interests and age of the class. The children who keep the golden code will receive 20 minutes of golden time. Golden time is lost if a child is sent to time out. (See 'steps to support positive behaviour' below)

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Steps to Support Positive Behaviour Traffic Lights

All children begin on 'green'.

If a child breaks their classroom code of conduct they should be spoken to quietly and it should be explained which rule they are breaking and what they can do to rectify the situation. The children should always be given a chance to change their behaviour. Giving the children the reason why they need to change their behaviour is always recommended.

Should the child not modify their behaviour a first warning should be given this should clearly refer to the behaviour. For example "I have asked you to stop...and (do the right thing)...that is your first warning." Again they are be given a chance to rectify the situation and an explanation given of what behaviour you want.

Should the child continue to break the rule a final warning should be given and placed on amber. Again the warning should clearly refer to; the behaviour; how the child can modify their behaviour; the fact that this is their final warning, and the consequences of their actions should the behaviour continue.

Should the child then continue to choose to do the wrong thing they will be placed on red should be sent to another area for a time out session where they can sit in isolation for a fixed period of time (1 minute per year of their age). This will timed. When their thinking time is complete they should offer an apology to the adult/child and ask for permission to return to the activity.

If a child is placed on red they will lose 5 minutes of golden time. Once golden time is lost it cannot be earned back.

Should the child be unable to apologise or reenter the classroom the Head (or deputy if the head is unavailable) should be sent for and the children will be given further time out (1 minute per year of their age). At this point the head or deputy will decide on an appropriate sanction and behaviour meeting put in place.

Should a child be placed in red twice in one week they will lose a playtime.

Should a child be placed in red three times in one week a behaviour meeting should be called to establish if the child needs further support. At this point the Head will decide if parents/carers need to be at that initial behaviour meeting. This will be judged on a case by case basis.

Key to this is consistency across the school and across the class. It is important we all follow this protocol so that the children know our expectations and are aware of boundaries. All adults in school should follow this process.

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Should a child's behaviour affect the health and safety of another member of the school community an immediate time out can be given or other appropriate action taken.

If at any point in the process if a child's behaviour is too extreme for the system to be implemented, or their behaviour threatens the safety of another, then the Head or deputy, should be sent for to allow the child to be removed from the situation. At this point the Head or deputy will decide on an appropriate sanction and behaviour meeting put in place.

Should a behaviour meeting be put in place we aim for it to be convened within 24 hours of the situation.

Steps to Support Positive Behaviour at Lunchtime

Our aim is that all members of the school community feel safe, supported and cared for. This includes the youngest in the school community and those children with hypersensitivity to noise hence the requirement for additional lunchtime behaviour procedures.

The expectation is that the children enter the hall and eat their lunch in a calm and orderly manner whilst being able to socialise with their friends sitting at the same table.

We expect all members of the school community to take responsibility for their own actions and adhere to the following lunchtime procedures:

Lunchtime supervisors are employed to ensure the health, safety and well-being of the pupils at lunchtime.

Lunchtime supervisors are each given the responsibility on a weekly rota to monitor the noise levels in the hall during lunch. A hand bell is present to notify the children if the noise level increases to a volume which may cause distress to younger/hypersensitive children.

A three bell system is in place:

Bell 1 – indicates noise levels have risen above a threshold whereby children and adults can speak to each other at a reasonable volume across a lunch table.

Bell 2 – indicates the noise levels have remained/returned to above a threshold whereby children and adults can speak to each other at a reasonable volume across a lunch table.

Bell 3 – indicates that the noise level has ceased to change and poses an immediate issue to younger/vulnerable children and a period of silence is required to calm/control the noise levels.

This period of silence is 3-5 minutes depending on the children adhering to the silence.

Should a child not adhere to this short period of silence, they will receive a warning from a lunchtime supervisor/member of staff.

Should they fail to observe to this warning, a further sanction is applied and they will be required to remain inside for 5 minutes of their lunchtime playtime.

After the period of silence has been applied, the arrangement reverts back to the 3 bell warning system as outlined above.

Any child(ren) finding it consistently difficult to adhere to the above will be referred to the Head Teacher.

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Individual Behaviour Plans

There may be occasions where particular children need extra support to help them behave appropriately. In these cases where the usual steps are not a supportive enough structure for the children they will be given an Individual Behaviour Plan. The IBP will be specific to individual children and written in agreement with the relevant classroom team, the child, the parents/carers and the Head Teacher.

Vulnerable Children

Children who are experiencing difficulties in managing their behaviour will be referred (with parental permission) to our nurture group where behaviour management strategies will be established. Parents, adults or children can refer to the nurture group.

Date adopted; 2nd May 2019

Review date: Summer 2020

Signature of Chair of Committee: _____

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Appendix 1

Catching Them Being Good

What behaviours do we hope to encourage in the children?
What do we mean by 'being good'?

In general...

- Respond to instructions first time
- Share with others
- Use your common sense
- Be helpful
- Use quiet voices
- Have good manners
- Show respect for each other
- Show respect for possessions
- Always try your best
- Show respect to adults
- Tell the truth
- Take turns
- Say kind things
- Respect each others space
- Sit on chairs sensibly
- Look after your possessions
- Be a good friend
- Look after others
- Join in
- Follow the golden code

On the carpet...

- Gimme 5

Moving around school...

- Walking- Quietly, sensibly with hands by your sides

Playtimes...

- Play games that everybody can enjoy
- Play games that keep everybody safe
- Respond to instructions first time

This is not an exhaustive list there are many more ways in which we can 'catch the children being good'. It is our job to reinforce and draw attention to the behaviours we want to see.