



**Havannah Primary School**

**Behaviour Policy**

**Summer 2021**

## INTRODUCTION

### The importance of good behaviour

In order to enable effective teaching and learning to take place, good behaviour management. We will ensure that there is an atmosphere of positive encouragement and praise within a consistent fair framework of expected good behaviour, where all of our pupils, staff and visitors feel valued, cared for and listened to. We encourage positive choices and for children to responsibility for their actions.

### School aims

Our aim is to create a caring, orderly school community where there is mutual respect for each other and the whole school community and effective learning can take place. We have a positive approach towards discipline, recognising and rewarding good behaviour.

Where necessary, sanctions will be applied. Everyone has the right to:

- develop knowledge, skills and attributes to enable them to become caring and responsible members of a diverse society
- develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives.
- develop lively and enquiring minds gaining knowledge with understanding.
- develop tolerance and have respect for the rights and views of others.
- learn the subject contained in the National Curriculum so that they are prepared for life-long learning.
- appreciate each other's achievements and aspirations.
- understand and value the religious and moral beliefs, from their own, and other cultures.
- feel safe, cared for and respected.
- be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- be valued and treated equally irrespective of gender, race, physical characteristics or any other factors.
- learn and play without disruption

### School expects that children should:

- not be on the school premises before 8:45.
- not re-enter the school building at playtimes without permission.
- walk around the school quietly.

- not tease, name call or use inappropriate language.
- wherever possible, wear the correct school colours/uniform.
- set a high example of courtesy and consideration towards others.
- show respect to others

#### School expects that adults should:

- set a high example of courtesy and consideration towards others
- show respect towards others
- take the initiative when around school to promote good behaviour and ignore anything that is less than good
- apply rules fairly, firmly and consistently

#### Dealing with conflict we

- don't over react
- listen
- don't pass judgement
- use sanctions sparingly
- keep calm
- stay positive and try to turn the situation around
- use humour, if appropriate
- don't shout or use humiliation
- don't use sarcasm

#### Promoting good behaviour

At Havannah we believe that it is extremely important to encourage and reward sensible choices and good work. We have developed a system of positive reinforcements which pervades all our dealings with children. Some examples are as follows:

- positive look/verbal praise
- sharing good work with the class
- stickers and certificates
- child's work on display
- direct praise to parents at the end of the day/ recorded in 'Home School Book'

- sharing with another teacher or Headteacher
- Friday 'Golden Table' /Weekly Celebration Assembly where 2 Havannah Heroes awards will be given/ along with a 'headteachers' award per class.
- children who have demonstrated exceptional behaviour will be placed on the rainbow in their class and a sticker will go home either on the child's jumper or in their planner.
- 'Havannah Heroes' tokens will be awarded to children displaying specific learning behaviours which are associated with our hero characters.

### Golden Values

At the beginning of each new academic year values are agreed. There is a set of 5 values for the whole school (see appendix 4).

Each class, along with their teacher, is responsible for talking about values and creating a list that is relevant to them. Once these values are decided upon, the whole class agree that they will be used to facilitate a happy cooperative classroom environment.

The class and school values are used as a reminder to promote good behaviour. There is a tracking system, completed by school staff or children, in each classroom. (See appendix 1). The staff record behaviours which embrace our 'School' or 'Class' values. Reasons for not adhering to the school values are recorded on the rear of the sheet.

If children deviate from what is expected they are encouraged to say sorry, make the right choices in future and say that they are not going to do it again.

### In practice

1. All children's names or pictures are displayed on the sun.
2. First consequence: (a jump down) - child's name is moved onto the grey cloud and a reminder of inappropriate behaviour is given to the child.
3. Second consequence: (second jump down) - child's name is moved onto the raincloud and the child is sent to another classroom with and arranged task for an agreed amount of time.
4. Third consequence:(third jump down) - child's name is moved onto the thunder cloud and then the child is sent to the Head teacher to discuss their actions.

If a child has been on the thunder cloud, a label will be stuck in their home/school book giving reasons as to why the child has been on the thunder cloud. The parent/carer will be expected to sign the label and return it to school in their home/school book.

If 3 labels are issued in any one half term the teacher will invite the parents/carers into school to discuss how the child's behaviour could be improved. (Label attached at the back of the policy)

If 5 labels are issued in any half term the Head teacher will make an appointment with the parent/carer to discuss behaviour and future strategies.

'Jump downs' are consistent in each class

If a child uses physical violence towards another child or an adult in school they will be immediately given 2 'jump downs'

Further steps and procedures for unacceptable behaviour;

- internal isolation
- temporary fixed term exclusion
- fixed term exclusion

Children may have a chance to redeem their values, however, this is not treated lightly, and any physical or verbal assault on another pupil/member of staff will result in feedback to parents.

Values are explained to the children at regular intervals both in the classroom and during assemblies and are displayed in classrooms and the hall. When a child does not uphold a value he/she is reminded what the values are and asked to explain what the appropriate behaviour should have been. It is stressed that negative breakdown in behaviour not only effects individuals but also creates problems for others and that it is unacceptable.

As in line with our 'SEN' policy, we treat all children as individuals and as such the 'behaviour system' may need to be tailored to provide a different approach for children with specific needs. Identified children will be given 'individual focused plans' in which strategies are clearly identified and external advices sought, when necessary, from appropriate agencies.

#### Individual class rewards and team points.

For those children who have not been given any 'jump down' points for a week they will be given rewards.

In addition class rewards are given for good behaviour. When a class has achieved their target they are given their agreed reward such as film afternoon, toys in school, going to the park etc. Children choose the activities as this gives them something to aim for to celebrate positive and achievable good behaviour.

#### 'Havannah Heroes' system

We have Havannah Hero Tokens. These are awarded for displaying the following learning behaviours:

- Helping others
- Effort

- Embracing challenge
- Being Resilient
- Open to failure
- Stay focused

Havannah Hero tokens are awarded for the above learning behaviours. The children are given a sticker/token. They can trade in their tokens for prizes each week in the 'Havannah Heroes' shop.

Our 'Havannah Heroes' philosophy underpins our approach to teaching and learning at Havannah through a growth mindset theory. The overall aim of 'Havannah Heroes' is to support children's learning using the language of learning (metacognition eg. Resilient, managing distractions, being resourceful, persevering) in a child friendly format. In essence we are helping children learn how to learn.

Children naturally have an affinity with animals and a love of superheroes and therefore the staff and pupils have created a set of characters unique to Havannah that are associated with the important aspects of learning.

In their learning Children are encouraged to be:



Open to Failure



Embrace Challenge



Support others



Enthusiastic Explorers



Resilient



## Hardworking

This term in line with our remote learning we have also introduced the DOJO points reward scheme where children can earn DOJO's for remote learning. The children earned a series of awards for 50, 100, 150 and 200 points. Children earned certificates which were posted home for children during lockdown with rewards.

### During playtimes

Our values are reinforced during assemblies and PSHCE sessions. Staff on duty deal with any playtime incidents, handing over issues to class teachers and senior leadership team (SLT) as appropriate. At the end of playtime children are expected to line up in an orderly silent manner, any deviation will result in 'jump downs'. Lunch time staff are encouraged to deal with minor issues, as this enhances their role and supports the unity of approach. The teachers are expected to be present on the playground 5 minutes before the end of lunchtime play so that they can catch up with the mid-day assistants and discuss any issues from playtime. It is the class teacher who decides if any consequences are given.

At Havannah we are a KiVa school/ We say **No to Bullying**, whether verbal or physical, the children in our school are aware that a bully is someone who consistently premeditates actions, making other children unhappy. Any child who has been upset is fully aware that any issues will be dealt with in a sensitive and understandable manner, involving parents/carers where necessary. Incidents of suspected bullying are screened using the KiVa screening tools and we have a designated lead teacher and TA for KivA. KiVa lessons are taught weekly throughout the school on Friday pm. We have a regular while school KiVa assembly. Within school we also have peer mentors who are out on the playground with 'KiVa Kate to help to deal with issues.

The meaning of bullying is also delivered through PSHCE and supported by outside drama groups such as 'Gripping Yarns' who reinforce the message (parents are invited to attend these sessions). The school has an 'open door policy' where all parents are free to talk to any teacher at any time. We ask for all parents and pupils to help us by reporting incidents so they can be dealt with.

### Emergencies and crisis

- In cases where children or adults are at risk, a member of the class will be sent to any member of staff with a purple card showing the member of staff's name to alert the need for immediate adult assistance.
- Primarily, it is the class teacher's responsibility to assess sanctions/rewards given.
- If the situation can not be resolved then a member of the SLT, Assistant Headteacher or Headteacher will take any action needed.

### Misbehaviour by pupils outside the school day.

If a pupil misbehaves outside of the school day, when they are not on the school premises and are not under the lawful control or charge of a member of staff at the school. (Education and

Inspections Act 2006 s.89 (5)) the school will impose a sanction, where the school is satisfied it is reasonable to do so if the behaviour:

- has repercussions for the orderly running of the school
- poses a threat to another pupil, a member of staff or member of the public
- could adversely affect the reputation of the school.

### Involving parents

We aim to encourage a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's policy and practices.

Parents need to know what Havannah expects and what happens if behaviour is unacceptable. This is communicated using our school planners or in person. Communication is vital so that parents can offer support and be engaged in any behaviour issues.

This policy will be reviewed regularly and amendments will be made to promote positive behaviour.



A Moment to Think

Name- \_\_\_\_\_

Year Group - \_\_\_\_\_

Who is sad

How can I make them happy?

A Moment to think

Name \_\_\_\_\_

Year Group \_\_\_\_\_

What went wrong?

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Who was hurt or upset?

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How can it be put right?

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What might I do in the future?

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Who do I have to tell?

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School Values

**1. We are kind and helpful.**

We don't hurt anybody's feelings.

**2. We are gentle.**

We don't hurt others.

**3. We look after property.**

We don't waste or damage anything.

**4. We are honest**

We don't cover up the truth.

**5. We work hard.**

We don't waste our own and other's time.