

HAZEL WOOD INFANT SCHOOL

BEHAVIOUR POLICY

PRINCIPLE

We recognise the importance of providing a safe, happy and secure environment in which our code of conduct is fairly and consistently implemented. We encourage everyone to have high expectations and to foster good behaviour in a positive way.

Philosophy

We believe that every child and adult at our school has the right to be treated fairly and with mutual respect. Every individual at our school has responsibility for promoting good behaviour.

- Children have the right to a positive learning experience with a well planned curriculum which prepares them for their future
- Children have the right to have every opportunity to learn without being disrupted by others
- Adults have the right to mutual respect, to be listened to and have their views taken into account.
- Children should show respect for each other and for the adults they work with by listening, being polite and doing what is reasonably asked of them
- Adults should also show respect for children's feelings and ideas by listening and taking time to find out different points of view and seeking solutions to problems quietly and calmly.

Everyone has the responsibility to

- Raise each other's self-esteem
- Manage behaviour in a positive way
- Provide motivation for good behaviour

- Promote a consistent code of conduct that is fair and understood by all
- Value everyone equally, enabling them to become independent and confident members of the community, taking responsibility for their own behaviour
- Achieve and maintain a good standard of behaviour supported by pupils, parents and staff

Procedures

At Hazel Wood we value children for all round achievements and positive behaviour. By valuing and appreciating the activities they do and the behaviour they display we are raising self-esteem. Children with high self-esteem show greater confidence to try new skills and experiences.

To ensure consistency throughout the school, all staff are involved in implementing the behaviour policy. It is imperative that the adults in school are good role models.

The following strategies are used continually for raising self-esteem:

- Verbal praise (public and private)
- Non-verbal reinforcement e.g. smile, wink, approving look, thumbs up
- Displaying work in a professional way to celebrate effort and high standards
- Showing work to class, other teachers and parents
- Celebrating achievement and behaviour in class and in assemblies
- Rewarding children using the school reward systems

All adults should use positive language to modify behaviour e.g. "Lovely walking now" rather than "please don't run". Staff should also take care to talk to children in a positive and mutually respectful manner. Unless the circumstances are exceptional, staff will not raise their voices to children.

School Charter

At Hazel Wood, we are a Rights Respecting school. As such, the values of Rights, Respects and Responsibility will be reflected in all of our practices.

At the beginning of each year, we will agree with the children three main points to form our School Charter. These will focus on what the children perceive as their main rights in school.

Teachers will reinforce these rights as and when necessary. Currently they are:

- We all have the right to be listened to
- We all have the right to learn
- We all have the right to feel safe

Rewards

1) WHOLE SCHOOL

- Top table - children can be awarded with an invitation to sit at a special "top table" with a member of staff at lunchtimes
- Extra playtime - extra minutes will be added to playtime each Friday if equipment has been well looked after.
- Puzzle club-children are invited to attend on a Friday lunchtime if they have behaved well during lunchtime play

2) WHOLE CLASS

All classes use the "Marbles in the Jar" approach. This is particularly effective in establishing class collaboration and using peer pressure to encourage others to follow the rules.

- Marbles are placed in the jar over time until the jar is full. Marbles are never taken out of the jar

- The reward for filling the jar will be negotiated by the children and class staff and will change from time to time. Staff use their discretion about the rewards but they may include things like: - watching a video, extra play, invitational activities, having a disco session
- Other whole class awards such as winning the Wolf puppet to stay the week in the class are also used to reinforce whole school targets

3) INDIVIDUAL REWARDS

These are given for learning and achievement in all curriculum areas and for good behaviour.

- Adults and children regularly offer compliments to each other for achievement, behaviour and giving their best
- A wide range of stickers are awarded
- Good work and behaviour is celebrated by talking publicly about it in the class and by individual children going to the Headteacher or another member of staff for praise and a Headteacher's award sticker
- Year 1 staff also recommend that a child has a special celebratory postcard sent home so parents and carers share success together for achievement and good behaviour
- Each child in Year 2 will be invited to a special celebration assembly once a year with their parents where staff, children and parents talk about their strengths and they are awarded with a celebration certificate

Sanctions

Children are taught consistent ways of managing their emotions and feelings and are positively encouraged to contribute and give their best. Staff should always seek for an explanation for what has happened with any problem behaviours before applying sanctions and children should not be publicly admonished. Children who choose break the School Charter need full knowledge of the consequences. The consequences are the same throughout the school.

- Verbal warning in a quiet and measured way giving clear expectations of the right choice of behaviour and how the child can achieve this

- If behaviour occurs again the child should be given another warning and a clear consequence, e.g. time out or missing a short session of a playtime or preferred session
- If behaviour persists the child should be reminded of what is expected and taken to the Headteacher or another member of staff for a warning and time out
- Headteacher and staff will monitor the child's response and subsequent behaviour and inform parents where appropriate
- In extreme cases children may be excluded for a fixed term from school

Parents should be kept informed about the behaviour of their children and where possible should be involved in discussion about sanctions.

Performance

Our Behaviour Policy is reviewed by our Governing Body and we take full account of parent's views both informally and through questionnaires. Pupils are consulted through class circle times and School Council about the success of what we are doing and our Year 2 children also complete the annual County pupil attitude survey.

EACH DAY INDICATES A FRESH START

Agreed by Governors, Curriculum , 25 January 2012
Review Date: January 2013