



Loxwood School Behaviour Policy

Date of Policy 8th January 2015

Review Date January 2018

Background

This policy was last reviewed and updated during the Spring term 2015 and will again be reviewed every three years unless there is good reason to do so beforehand. A few alterations were made since the last review in light of the House system, which was introduced in 2013. It is appreciated that as a school policy, it is a little wordy, however, it was considered to be a very worthwhile document and would be used extensively throughout the school.

During 2004/5 "**The Loxwood Way**" (App. 1) a Courtesy and Respect System, was devised and implemented throughout the school. This system falls very much in line with a positive behaviour policy, but in essence is more accessible to the school staff, the children and their parents. We even have considerable evidence that this system is having a positive effect throughout the community as a whole.

In January 2013, the first week after the Christmas holidays, the whole school took part in a 'Rights and Responsibility' week. The outcomes of this week further reinforced the values of the Loxwood Way.

In September 2013, the four house structure was introduced to the whole school. The impact was immediate, giving the children a much needed additional layer to have ownership over. The house activities, both sporting and academic continue to grow in number and are very well supported. The house point system is supported throughout the school and acts as the climax to the parent's assembly on Friday afternoons. The house captains, two for each house, take on the required responsibilities eagerly at the beginning of the year and continue throughout their tenure. If they have had a successful year, they are rewarded, by being taken out of the school for an activity of their choice.

Aims

The aims of the Behaviour Policy are to:

- Make the school's expectations explicit.
- Clarify agreements and raise staff awareness.
- Provide consistency throughout the school.

- Promote positive behaviour, attitudes and values.
- Provide guidelines and practical strategies.
- Promote the value and worth of all adults in the school's team.
- Develop good relationships with mutual trust and respect in the whole school community.
- Enlist the positive support of parents.
- Develop the self-esteem of all our children.
- Further develop playground behaviours, the use of playgrounds and outside environment.

Guidelines for all adults for good relationships with children:

- Provide good role-model's ourselves.
- Catch the children being good
- Praise and reinforce good behaviour.
- Explain why the behaviour was pleasing.
- Be sensitive to individualities.
- Be good listeners in both formal and informal situations.
- Treat all children fairly and equally.
- Be friendly and approachable.
- Standardise routines and procedures and make sure the children are familiar with them.
- Give gentle and regular reminders of agreed rules, procedures and expectations.
- Focus on the positive aspect of behaviour (eg. 'We walk in this school' rather than 'don't run').
- Smile and be willing to chat to the children so they feel valued and know that you are someone to whom they can turn to.
- Respond quickly to incidents and situations.
- Use positive intervention as early as possible to prevent tensions becoming crises.
- Avoid confrontations with a child as this undermines authority.
- Allow children to explain themselves before making judgements or acting on hearsay.
- Stay calm at all times to convey authority and effectiveness.
- Give them a chance to apologise and put things right.
- Show children that you understand their concerns and difficulties and that you are there to help them.
- Give praise frequently and appropriately.
- Use a variety of agreed sanctions from praise and encouragement to rewards.
- Be fair and constructive with criticisms and sanctions.
- Some incidents may be best ignored, but not the underlying causes.
- When a child argues back the first time, listen and repeat your request calmly, explaining the reasons.
- When a child continues to argue back, give them 'time-out' to calm down enough to listen to the request.

- Think before responding.
- Help a child back out of an awkward situation by encouraging an apology or reaction of statement.
- Admit when you don't know something.
- Say sorry if you have made a mistake, or been unfair.
- Do not use sarcasm or humiliation as children feel belittled and this leads to resentment.
- A raised or commanding voice may be necessary sometimes, but try to avoid shouting.
- Avoid giving children negative labels such as 'naughty' 'rude' or 'stupid', as these stick and children then act up to them.
- Tell children when and why their behaviour is unacceptable.
- Be aware that bragging or bullying often masks low self-esteem.
- Watch out for lonely or isolated children and try to involve them.
- Ensure that routines are not aggravating situations.
- Introduce and teach a gradual repertoire of playtime games and activities.

Behaviour in children we wish to encourage.

Includes:

- Being happy, capable and confident.
- Self respect, self discipline, self awareness.
- Politeness and courtesy to everyone.
- A gently, caring attitude.
- Thoughtfulness towards the needs and wishes of others.
- Care and respect for the whole school environment and property.
- Helpfulness, kindness.
- Following instructions.
- Personal and collective responsibility.
- Low noise levels.
- Walking when inside the building.
- Moving carefully around the playground.
- Thinking ahead about consequences of games, activities and actions.
- Listening to other people's views and opinions
- Involving other children within their own friendship groups – being a friend.
- Sympathy and empathy.
- Being able to say sorry and prepared to admit when in the wrong.
- Praising and encouraging each other. Appreciating and tolerating differences between people.
- Sharing and co-operating together.
- Being reflective.
- Being honest, open and truthful.
- Being able to state point of view/feelings.
- Giving a chance and another chance, to others.

These behaviours reflect the need for individual action and responsibility as well as corporate expectations and standards of behaviour.

It is recognised that a natural part of a child's development is to test the boundaries of acceptable behaviour and that greater learning takes place by responding positively to this, rather than removing or blocking these 'testing' experiences. However, there are anti-social behaviours that are considered to be unacceptable at Loxwood School.

Behaviour we wish to discourage

These include:

- Deliberate physical attacks meant to hurt.
- Verbal attacks, such as name calling.
- Inappropriate language.
- Taunting and provocation.
- Spoiling the work, activities, games and property of other children.
- Deliberate damage of school property/environment.
- Open defiance
- Intimidation, by physical, emotional or verbal means.
- Calculated harassments and retaliations.
- Excluding others deliberately to be unkind.
- Constantly seeking attention by negative means/behaviours.
- Self effacement.
- Deliberate attempts to play adults and children off against one another.

Incentives and rewards that may be used

- Verbal praise to individual children for efforts, achievements and good examples.
- Public recognitions within school (Praising Assembly) of repeated, habitual or exceptional positive behaviours.
- Reporting to parents of 'good news' and rewards i.e. Stickers , stars, stamps.
- Written comments, stamps, smiley faces etc. in children's books and on their work.
- All teaching and non-teaching staff and Head to reinforce and value positive behaviours and achievements.
- Classroom and hall displays of "Well done" type rewards.
- Have high expectations of all children and expect these to be fulfilled. Special responsibilities given to children for a limited amount of time e.g.

register collections, line leaders, lunchtime helpers, assembly organisers and classroom helpers.

- Negotiated privileges may be determined, e.g. choice of an activity, time on the computer, working in another class, general class helper duties, assembly privileges and golden time.
- House points awarded for both good behaviour and academic success.

Sanctions and deterrents that may be used.

- Give a warning before any sanction is applied, except for violent behaviour.
- Verbal disapproval of negative or inappropriate behaviours by staff concerned.
- If serious or appropriate, children are sent to the Headteacher for a verbal reprimand/warning.
- Asking to see and involve parents in discussion about persistent concerns or extreme behaviours.
- Withdrawal of privileges may include negotiated privileges having to be earned back e.g. assembly and classroom duties.
- Withdrawal of 'playtime' privileges e.g. football, mid morning break time or denied 'free' playtime.
- An individual contract involving negotiated targets to improve behaviour.
- Normal systems would be by-passed if behaviour is extreme. The Headteacher should be involved immediately.
- Suspension from the dining-hall, playground, field or school at lunchtimes.

It is very important that all staff draw upon the same range of incentives and sanction and **are visibly seen by the children to uphold and support each others decisions.**

Parents should be informed of incentives and sanctions so they too can offer a supportive role in the development of positive behaviour.

Practical strategies for managing inappropriate and difficult behaviour

Occasionally there may be individual children or incidents that go beyond the agreed policies or procedures. Each one should be considered separately; particularly the root causes rather than the outcomes. The main aim should always be to promote positive behaviour; to help the child to understand and take responsibility for actions and their consequences and to teach new behaviours to replace those that need changing.

- Give the child a fair hearing and try to find out what happened.
- Listen to the child carefully and gauge the antecedents/outcomes.
- Give warnings before punishments.

- Discuss self-help strategies with the child and the appropriate course of action.
- Talk through the problem/incident and include observers and others involved if appropriate.
- Avoid any need for humiliation or sarcasm.
- Make it clear that it is the behaviour that is disliked not the child.
- Ensure that the inappropriate behaviour is truly recognised and the consequences seen by the child.
- Negotiate a time and a place to allow the child to calm down, express anger safely.
- Refer to appropriate behaviours and compare for future reference.
- Defuse a situation, remain calm and talk to the whole class about the incident if necessary – use Circle Time.
- Separate the child and the audience that he/she may be playing up to.
- Take the child to another teacher, senior member of staff to discuss issues related to behaviour incidents.
- Send the child to another class for a short, defined period of time.
- Inform the Headteacher when appropriate.
- Inform and involve parents at an early stage of persistent difficulties and the strategies to be involved.
- Set up a home/school diary to record and report behaviours over a defined period of time.
- Involve others adults (EWO, Educational Psychologist) when appropriate.
- Devise contracts or agreements for children that specify targets related to the preferred, new behaviour.
- Involve the child (and parents if appropriate) in the construction of a behaviour plan.
- Use the withdrawal of privileges/responsibilities that have to be earned back.
- Learn to apply strategies from each occurrence.
- Record incidents, strategies and outcomes.
- Indicate clearly that persistent, unacceptable behaviour may result in suspension or exclusion.
- Indicate to parents when advice/guidance from home and school are conflicting (e.g. when a child is told to 'hit back').
- Report a run-away immediately to the office, so a search can be started and parents/police informed.
- After an incident has been dealt with, it should become history.
- Do not administer blanket punishments to a whole class, find the culprits and apply strategies to those individuals.

Developing positive self-esteem

Self esteem is not a fixed attribute and changes continually throughout life, according to the interactions with other people who may enhance or reduce it.

A child's life is like a piece of paper on which every passer-by leaves a mark", (Ancient Chinese proverb).

Children with low self esteem may:

- Feel unliked, useless, incompetent
- Fear new situations, challenges.
- Put themselves down.
- Wind up others.
- Withdraw.
- Often connect with objects rather than people.
- Be unable to relate in a warm, respectful and empathetic ways to others.
- Act defensively or aggressively.
- Only think negatively resulting in negative behaviour.
- Exhibit behaviour as it guarantees some attention
- Resents others' success.
- Reject praise.
- Be locked into a self-fulfilling negative prophecy that ensures they continue to fail.
- Avoid facing any situation in which they might fail.