



The William Hogarth School Behaviour Policy

Working towards developing children's positive behaviour is the responsibility of all those employed by the school and all those connected with it.

This policy is linked to the Equal Opportunities Policy, The Special Educational Needs Policy and the Inclusion Policy.

Aims

- we aim to have a calm peaceful working environment
- we aim for high quality learning to take place in an atmosphere of mutual support and confidence
- we aim for each person to feel secure and valued so they can reach their full potential
- we aim for children to develop self – respect and respect for others and to grow into well-balanced, caring people
- we aim for children to develop self- discipline and independence in behaviour and learning
- we aim to provide an inclusive curriculum and environment which will remove barriers to learning for all children including those with emotional and behavioural difficulties

Principles

- mutual respect between all members of The William Hogarth School community
- the right of all individuals at The William Hogarth School to learn, work and be treated with consideration
- to look after each other, to look after the school and to be committed to the continuous improvement of The William Hogarth School

Practice

To develop these principles we will

- promote respect, tolerance and understanding between all members of the school community
- encourage care and concern for one another and for the environment
- create a calm, co-operative and friendly atmosphere which facilitates learning and allows all children to make the most of their social and educational opportunities
- eliminate incidents involving racism and bullying
- maximise good behaviour and minimise unacceptable behaviour

Action

- working hard to ensure good relationships between staff and pupils
- promoting a positive and consistent approach to the management of behaviour
- making all parents and children aware of our expectations

- consistently rewarding good behaviour with praise and encouragement
 - effectively and fairly dealing with unacceptable behaviour
 - dealing firmly with those who bully and supporting those who are victims
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- following clear procedures and guidelines for dealing with problem behaviour
 - establishing strong links with parents which keep parents informed about positive and unacceptable behaviour
 - working with children through PSHE lessons and throughout all we do to develop positive values and attitudes, which lead to well adjusted socially aware children

Guidelines for Behaviour Policy

The William Hogarth School's Rules

1. We speak nicely to each other
2. We listen carefully to each other
3. We walk quietly and calmly in school
4. We work quietly
5. We look after our school and everything in it
6. We follow instructions immediately
7. We always try to do our best
8. We look after each other

Developing Good Behaviour

Routines & procedures

Classroom routines

Teachers establish clear class routines with their class, which are effective in promoting good behaviour.

Class rules are negotiated with the class and displayed. Children's attention will be drawn to these.

School routines are designed to allow all the children to be able to move around and play safely.

Pre-school supervision

Children should not arrive before 8.45am. They wait in the playground and are supervised from 8.45 until the whistle at 8.55am. The teacher(s) who are on morning playground duty should supervise in the playground from 8.45 and blow the whistle at 8.55.

Moving around the school

Children should move around the school in an orderly manner. Classes will walk in single file with the teacher supervising. On the stairs children and adults should keep to the left.

Playtime

Members of staff are always on duty and will monitor health and safety as well as behaviour.

Teachers should be in the playground to supervise their class before the whistle goes. Two whistles are sounded. On the first whistle the pupils stand still. Members of staff must remember to remind children and insist on this. On the second whistle the pupils walk to their class lines. Pupils should be brought in from the playground as quickly as possible after the whistle goes. One of the staff members on duty should write the names of pupils who have not stood still and lined up immediately. These pupils then miss the beginning of their next playtime. This is to encourage pupils to stop playing at the correct time and line up immediately. This member of staff should also remain in the playground with any child who has not returned with their class.

Lunchtime

At lunchtime children in lower phase and upper phase playground will be given equipment to assist play and can play a variety of games.

School Meals Supervisory Assistants ensure that children play properly, are safe and treat each other with care and consideration. They also encourage children to play, organise games and ensure equipment is used properly and put away correctly.

Children going to the toilet at lunchtime will have a band or a badge so that staff know which children have been given permission to go in.

Rewards

By rewarding appropriate behaviour we are encouraging that behaviour to be repeated. We are praising an individual for her/his behaviour and, at the same time, making explicit the kind of behaviour we expect from other pupils.

Classroom

In class, praise and encouragement, should be used as much as possible, verbally and non verbally. Positive comments can be passed on to parents directly or indirectly. Celebrating a child's achievement of what has been asked of them is desirable.

Positive comments relating to learning intentions achieved will be on the Best work board in the classroom.

Children can take good work to show another teacher or take work to show Head teacher and Deputy Head Teacher.

Pupils are praised for behaving well as well as for working well.

At breaks praise and encouragement for those who play well or help others is very important to consolidate and build on that which is good.

Extrinsic rewards such as stickers are awarded to pupils for good work and behaviour as appropriate in Early Years and in Key Stage 1. In Key Stage 2 the pupils are encouraged by praise and the development of self discipline and intrinsic motivation. Each Friday good work from each class is celebrated in assembly.

Stars of the Week - each week children are told of a quality or subject as the theme of the week. Each class will have two children who have done really well at this to receive a certificate in Friday's good work assembly and have their name printed in the weekly newsletter.

Lunchtime

Playground

SMSAs encourage the good behaviour of pupils on the playground at lunchtime. SMSAs are responsible for noticing and praising the good behaviour of pupils during lunchtime play.

It is important that all staff remember to be fair and effective with praise and notice every child that is well-behaved even if this is not their normal pattern of behaviour. Pupils who normally have behavioural difficulties at any time of the day benefit from having adults 'catching them being good' and commenting and praising them for it.

Ignoring and preventing misbehaviour

While we need to follow the Behaviour Guidelines in order to maintain consistency and let pupils know that their actions have a consequence there may be times when classteachers only need to ignore very minor misbehaviour and refuse to pay attention to it in order to bring the misbehaviour into check. There may also be times when classteachers need to act to prevent misbehaviour if they see a child getting restless / angry etc. and need to move the child from their place or from the classroom in order to let them calm down and make a decision on how to continue to behave. If a child would benefit from a period outside the classroom (and indeed a little physical activity) then they may be sent with a clipboard to office staff and any other teacher who is not engaged in teaching at that moment. This could be framed as 'a job'. The child should know the clipboard needs to be signed by adults they have visited. These adults will then be able to give the child a quick calm word of encouragement.

Sanctions

Sometimes pupils will behave inappropriately and a range of sanctions is necessary to show the pupil that the behaviour is unacceptable. The sanctions should be administered fairly and in a considered way.

Pupils should always be reminded that they have a choice of how to behave. Good choices have good results and bad choices will result in sanctions being applied.

Classroom

Procedures for dealing with unacceptable behaviour.

These procedures should take place in the following order

1. gentle reminder
2. child given a warning
3. child moved to different table / part of the room where they cannot disturb anyone else –time out for 5 minutes with a timer
4. child sent to partner class for 5 minute time out with a timer
5. sent to Headteacher . Kept out of class for rest of session. May miss playtime, note home.

In cases of extreme disruption by a child it may be necessary to remove the child(ren) from the class more quickly

Extreme Disruption

- an unprovoked attack on another child
- leaving the school premises
- physically attacking an adult
- swearing at an adult
- leaving a classroom without permission in a disruptive manner
- using extreme vandalism to school property

In these instances reference should be made by a direct message sent to Head Teacher (DH or other member of the Senior Leadership Team or Key Stage Leaders, if Head Teacher is not available) who will deal with the incident and write to parents or summon parents immediately. A red card is held by every classteacher who can send this card to the office if they require immediate assistance with a child's behaviour.

Playtime

Pupils who misbehave at playtime should be given 5 minutes 'time out' in which they are told to stand by the wall for a short period. In extreme cases (eg fighting, racism, bullying) the child should be sent in to see phase leaders.

All cases of disputes and misbehaviour should be investigated by staff so that pupils believe they are being listened to but this should take as little time as possible. Complaints by pupils against another child are listened to and dealt with in order to ensure that all pupils feel confident in telling an adult if there is a problem. Pupils are always encouraged to seek the help of an adult if there is a problem. Often it is the role of an adult to help the pupils find a way of sorting the issue out between themselves.

Lunchtime

When a pupil is consistently misbehaving at lunchtime the headteacher will discuss behaviour with parents and in extreme cases will exclude for lunchtimes.

Racist incidents

Racism is not tolerated at our school. This includes the use of racist language, any practice which discriminates against particular ethnic groups and racist attitudes. Children are encouraged to recognise and report racist incidents. Through a multicultural curriculum we aim to develop awareness and respect in all our children. Racist incidents are taken very seriously and dealt with immediately. LEA guidance for such incidents is available in the Staff Handbook. All incidents must be reported to the Head or Deputy Head who will ensure the relevant forms are completed and action taken, which may involve parents, and will ensure that the victim is given full support.

A report of the number of racist incidents in school is provided to the Governing Body termly.

Pupils with Behavioural and Emotional Special Needs

- sanctions form a necessary part of behaviour management but we must always be looking to develop better behaviour in a positive way, so that it is not the pupil but the behaviour, which is the issue.
- the reward and sanction system must be followed with particular reference being made to the individual needs and targets of the child, implement to the lowest level possible and progress if the behaviour continues.
- if particular behavioural issues regarding a child arise the SENco should always be informed.
- there will then follow a number of strategies involving the Special Educational Needs Co-ordinator and possibly the Behaviour Support Team and Educational Psychologist

Restraint

- for very rare instances when restraint is necessary staff will follow the London Borough of Hounslow guidelines and record all details in the book kept in the school office.
- restraint must only be used as a last resort when the situation makes it necessary.

Bullying

Bullying can be defined as 'the wilful, conscious desire to hurt, threaten, frighten or cause emotional distress to someone'.

Bullying can be physical, verbal or emotional in nature. Name calling, teasing and taunting cause emotional upset and can include both racial and sexual harassment. All forms of bullying are completely unacceptable, and both children and adults have a responsibility to be vigilant and guard against it. Telling someone is not telling tales.

If children are being bullied they are encouraged to tell:

- their parents
- their teacher
- another member of the school staff including midday supervisors and the head/deputy.

We will all be sympathetic listeners.

Concerned parents are also urged to come and speak to staff as soon as they become aware of a problem.

The school will deal with the situation by: -

trying to find out exactly what is happening

- supporting the victim
- showing the perpetrator why the behaviour is unacceptable
- taking action, which may include: sanctions, involving parents, reference to Hounslow Behaviour support team, and exclusion

The aim of the schools approach will be to ensure all children can come to school and be happy. Children will be supported and helped to develop constructive and caring relationships.

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