

## Good Behaviour Policy 2022-23

### Rationale

We believe that school communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self-discipline enabling children to become responsible members of society and to be able to **make the right choices**. Rules need to be fully understood by staff, children, parents and governors and applied consistently and fairly. Good behaviour should be recognised and praised at all times to create a safe, calm, orderly and positive environment.

### Our Core Christian Values

These underpin our school's Good Behaviour Policy:

**Hope** - seeing the good in everyone/thing

**Honesty** - always being truthful

**Forgiveness** - letting go of mistakes

**Friendship** - being a friend to all

**Trust** - in yourself and others

**Love** - for each other and God (depending on personal beliefs)



### Aims

- To create the conditions for a happy, orderly school in which effective learning can take place, and to ensure the safety and well-being of all children
- To foster a climate in which good behaviour and positive attitudes are expected, and which reinforce the school's Christian ethos to show love, friendship and forgiveness to others
- To know that it is okay to make mistakes but that we need to learn from them and learn to forgive ourselves and others too

We will endeavour to achieve these aims by:

- (a) Encouraging respect for self and others
- (b) Developing self-discipline in the children
- (c) Fostering co-operation among children and between children and adults
- (d) Enabling children to *make sensible choices* about how they behave
- (e) Teaching the children that actions have consequences
- (f) Encouraging the children to be honest and truthful
- (g) Promoting care and pride in the school and its environment
- (h) Encouraging children to accept responsibility for their own actions
- (i) Showing the children that it is important to care for others and to respect their property
- (j) Ensuring that the child is aware that it is their behaviour which is not acceptable, it is not themselves as a person
- (k) Having a clearly defined framework of expected behaviour, which is made known to everybody in the school

- (l) Displaying the Federation Expectations in Classrooms and around School
- (m) Reinforcing expectations from the 'Good Behaviour Policy' at regular intervals, emphasising why they are necessary

## Federation Expectations for Everyday Good behaviour:

- We look after our school and each other
- We are kind, polite and helpful to everyone
- We keep hands, feet and other objects to ourselves
- We always do as we are asked and always allow others to get on with their work
- We walk sensibly and quietly in school

## Playground Expectations for Good Behaviour:

- We stand still when the first bell rings
- When the second bell rings we listen to the adults instruction (e.g. tidy toys away/walk sensibly into the line)
- We play on the grass/field when an adult has given us permission (LH - in wet weather children to wear wellingtons on field until it is too wet/muddy. WH year 4,5,6, to be on the field with wellies in the winter, younger children to stay on the yard with the exception of Monday/Tuesday when R, 1, 2 & 3 can go on the field) At Whalton, PE days, the outdoor climbing frame and trim trails will be used by the classes not doing PE at breaktime
- We use equipment on the playground that an adult has given us permission to use
- We follow the Federation Expectations when we are outside too
- We tell an adult if someone does or says something unkind if this is something you **can not resolve** yourselves from the skills you have been taught, we do not retaliate, if this does happen we will be told to leave the playground and are sent to a member of the staff or the senior leadership team (Red card)

NB. Also see appendix A and B for Adventure Playground and Climbing Frame Rules personalised to each school

## Consequences

Consequences are important because they:

- promote consistency and fairness
- help children to make sensible choices about the way they behave
- encourage parental support
- inform parents of unacceptable behaviour

The consequences of choosing not to follow the expectations of the school will usually be in the form of hierarchical warnings and movement down the Behaviour Display Ladder.

1. **Verbal warning** - naming the relevant school expectation which is not being met.
2. **Chance to reflect** (yellow card - reminder - time out) on the school expectations with the opportunity to change their behaviour, again naming the relevant school expectation which is not being met. The child's name moves to 'Reflect' where they **reflect upon their actions and correct them**.
3. **Consequence (red card - speak to a teacher)** with the resulting consequence of missing some time at playtime or possible thinking time in class if relevant or a note of apology. Behaviour will then be discussed and parents informed.
4. If behaviour fails to improve, The Executive Headteacher/Assistant headteachers will be notified and child's parents contacted to discuss ways forward and the possibility of further sanctions, including withdrawal of privileges.

## Hometime Expectations for Good Behaviour:

- We walk out of school in our classes with our teacher and line up. We then wait until we are collected by an authorised adult

## The Behaviour System ladder

- All Whalton and Longhorsley classrooms have a consistent Behaviour System in the form of a ladder
- The ladder rungs have 4 elements - 'Outstanding', 'Ready to Learn'; 'Reflect' and 'Consequence'
- The children's names are moved up and down the ladder to praise, support thinking time or an action for their conduct - either a move away, further time out or a change of scenery - parents informed at this stage
- The children always begin the day on Ready to learn as a clean slate/new start

## Children with SEND and Behaviour Consequences

**Children with special educational needs or emotional/behavioural difficulties may need to follow a specific/individual behaviour programme** - This will be drawn up by the Class Teacher/SENDCo and/or Executive Headteacher. Parents/Carers will be consulted and informed of individual programmes and targets. It will often be reset after each lesson so that in line with our core values it can be re-set and then the child has a fresh start throughout the rest of the day

In the event that a child has regular and/or significant episodes of dysregulated behaviour school will create a behaviour crisis management plan and this is usually with a member of the NCC Behaviour and Emotional Wellbeing team or using the Thrive Based Approach.

## Shared Language for children when they are dysregulated

We base our responses to the children using a shared language/script that is based on the 'Thrive approach.' It is important that we as adults notice and guide a child through these tricky times.

### Shared Language and approach based on Thrive:

I can see that you are feeling ..... and I'm wondering if ..... and I know that ..... so what we need to do is ..... then when you are feeling calm and alright again we will ..... as this behaviour is not acceptable but we really care about you and need to keep you safe. The adult needs to lend their thinking brain at this point, to help the child through their dysregulation by validating and attuning with them.

NB: For children with Special Educational Needs they may follow a more detailed and bespoke Behaviour Crisis Plan. This usually includes:

'when a staff identifies .... the child will .... and the staff member .... will be responsible for .... at this point. If .... needs help with ..... this will be signalled by ..... The resources that are needed are stored in .... and they will be retrieved by ....

## Link between Behaviour and Emotions

Across our Federation, we encourage children to recognise their behaviour and learn how to deal with their feelings appropriately. We base our ideas on the 'Zones of Regulation'; different colours representing a range of feelings to help children have greater awareness of themselves and how to control and regulate themselves for optimum learning and ability to interact successfully with others.

This is an **example** of how a child may be feeling when they are in a certain zone. However, we **encourage** children to notice others and talk about how they might feel in

THE  
**ZONES** OF  
REGULATION

A CURRICULUM DESIGNED  
TO FOSTER SELF-REGULATION AND  
EMOTIONAL CONTROL

Written and Created by  
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certain situations. For one person when they are sad for example, they may want to be left alone, or another with the same feeling may want to seek comfort in someone else.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Each class will personalise the language so that it meets the needs of the class members and age range. Although there is a common shared language and coloured zones, how one child may feel in one zone can be totally different to another individual. As the children develop through their different years, we expect them to become increasingly self-aware of their emotions and how to manage them, as well as being able to recognise others' feelings in order to make the right choices and be able to help others in a positive and supportive way when they are struggling in a zone.

## Bullying

At Longhorsley and Whalton C of E Schools, we believe that every child has the right to learn in a safe, caring and nurturing environment. Each school takes bullying very seriously and has a zero tolerance policy in place. Our Anti-Bullying Policy outlines our strategies and procedures for dealing with this.

**All reports of bullying will be investigated by a member of staff who should:**

- (a) inform the Executive Headteacher;
- (b) ask other members of staff to be vigilant;
- (c) respond quickly;
- (d) reassure the victim and offer help and advice.

*Please see separate Anti Bullying Policy*

**includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).**

## Praise and Rewards

Praise and rewards are important because they:

- Reinforce good behaviour and the development of strength of character

- Allow children to monitor their progress
- Increase self esteem
- Encourage continued good behaviour
- Celebrate children's achievement within the school community

Praise and rewards must be fair and consistent and will be in the form of:

1. Spoken **praise** in classrooms, in PE lessons and on the yard/field by all staff
2. The Marble Jar - a physical reward system based on teamwork which consists of both class marble jars and a whole school marble jar where any child can be awarded a marble for meeting the Federation Expectations, for trying their best or for performing well in lessons/in their work. Class marble jars are emptied into the whole school jar on a weekly basis in Celebration worship.

Through the school council, each class (on an annual basis) will vote on and draw up a list/ menu of choice of 'treats' for the actual marble treat to be awarded once the whole school marble jar is full.

In our weekly celebration aspect of worship, children will also be chosen from across the school to be awarded with a golden marble and gold Headteacher's sticker for demonstrating successfully (or progress towards):

1. a particular character trait. These traits are based on our Commando Joe RESPECT curriculum (resilience, empathy, self-awareness, passion, excellence, communication and teamwork)
2. Or for demonstrating one or more of our CORE Christian values (love, honesty, forgiveness, friendship, trust and hope).

The golden marbles join the whole school jar building towards a shared marble treat at the end of every half term and term. In years 5 & 6 at Whalton, they are awarded additional raffle tickets for their chance to win a prize.

- On special occasions, Celebration postcards will also be sent home to recognise individual children's efforts in class or around school and on the playground

## Sexual Violence and Harrasment

### **The FEDERATION of LONGHORSLEY St HELEN'S and WHALTON C of E SCHOOLS**

Reviewed by staff, considered by Governing Body Teaching, Learning and Assessment Committee, approved at the Governors Meeting and implemented from that date.

Approved: Autumn term 2022  
Review date: Autumn term 2023

## Appendix A : Adventure Playground Rules at Longhorsley C of E First School

- We look after our Adventure Playground
- We go across and through the climbing wall, but not over the top
- We have no more than three people on the bridge at the same time
- We always go **down** the slide
- We never sit on the very top of any piece of the Adventure Playground equipment

## Appendix B: Climbing Frame Rules at Whalton C of E Primary

- We look after our climbing frame
- We never sit on the top of any piece of the climbing frame
- Only one person is allowed on each trapeze bar and only one person at a time swings on the monkey bars
- We never try to touch or hurry anyone on the climbing frame
- We always tell an adult if we think something is unsafe

## Appendix C: Trim Trail Rules

- Only 1 person on each piece of equipment
- Only use the Trim Trail if there is an adult supervising
- Give people space and time to cross
- Go one way only
- Only use hands on the top hand holds

## OUR FEDERATION EXPECTATIONS

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5. We walk sensibly and quietly in school

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