



The John Hampden School Wendover

POLICY

for

BEHAVIOUR

The purpose of this policy is to give a clear code of conduct for all pupils at our school. The behaviour policy and practices need to be understood and agreed by all involved including children, staff and parents/carers and be carried out consistently by all. It reflects the values and principles that we consider to be important for the John Hampden School Wendover.

1. AIMS & VALUES

Our school aims to provide a happy and secure environment for all those who work in, or visit it; a school in which: good manners, perseverance, respect, reflection, collaboration, independence and belonging are valued and explicitly encouraged in everyday activity.

We believe that emphasising positive behaviour in school will encourage all children to behave in a positive way. We believe that this will be more effective if parents/carers are working in partnership with us.

2. RULES

These are the school's Golden Rules:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do be polite

These rules are displayed all around the school and they are referred to whenever it is appropriate to do so.

3. ENCOURAGING GOOD BEHAVIOUR

The ethos of our school is central to establishing and maintaining high standards of behaviour. We constantly encourage good behaviour through the use of praise, positive reinforcement and through systems of rewards.

Rewards for good behaviour may include one or more of the following:

- public praise, in front of peers
- nomination for the Scroll of Honour
- Merit Certificates issued during a weekly Merit Assembly
- stickers within class
- Individual/group reward incentives within class e.g. pebbles which may lead to extra play or 'choosing time'
- lunchtime stickers awarded by MDMS

- 'Class of the Week' – cup awarded by the Head Teacher
- stickers and stars awarded by the Head Teacher /Deputy Head Teacher
- full 'Golden Time' once a week
- celebration of achievements outside school
- MDMS certificate issued during weekly Merit Assembly
- 'Star of the Day' (Foundation Stage)
- Visual whole class incentives e.g. ladder of success

Golden Time

Golden Time is essential to the success of our Behaviour Policy. Golden Time takes place between 2.15pm and 3.00pm each Friday, when the children initially follow a termly plan to rotate around the classrooms and participate in a different activity, organised by the teachers. By the Spring Term we aim to allow the children to choose their own Golden Time activity from a selection offered by the teachers. Children have to follow the Golden Rules in order to participate in this weekly Golden Time. Failure to keep the Golden Rules will result in the loss of some minutes of Golden Time; any member of staff can deduct these. MDMS have a red card which is handed to a child if they have broken a Golden Rule at lunchtime. This will always result in the loss of Golden Time.

Children who have lost Golden Time will be sent to a senior member of staff at 2.15pm on a Friday. A record of the child's name along with acknowledgement of the Golden Rule that was broken is kept in the Head Teacher's office. This information is collated and shared anonymously with Governors. If a child misses some Golden Time for two consecutive weeks a letter will be sent to the child's home.

4. UNACCEPTABLE BEHAVIOUR

Behaviour is unacceptable when a child breaks any of the 'Golden Rules'. It is important to have a consistent policy for dealing with unacceptable behaviour. There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in the school community and these must always be discouraged. Children observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this nature.

Incidents where children have been deliberately hurt or upset by another will be noted (including the name of the victim) in the Incident Book, which is kept in the Head Teacher's room. This forms a record of all incidents, including those of a racist nature, and is maintained by the Head Teacher or a member of the SMT in her absence. Incident reports are also entered onto the electronic ANT reporting system by the Head Teacher.

5. SANCTIONS

Where possible, sanctions should be seen to match the offence in order to be most effective. Each classroom contains a small 'Thinking Mat' and staff may choose to ask a child to sit on this mat for a short, specified amount of time (a sand timer will be given) and

reflect on their behaviour/attitude before deciding whether further action is required i.e. Time Out. Each class has a Golden Time sun on the wall with pegs attached naming each child in the class. If a child chooses to behave unacceptably they will be warned and their peg will be placed on a grey cloud picture. Once the peg is on the grey cloud there are two possible outcomes:

1. The child's behaviour improves and the teacher chooses to move the peg back onto the sun.
2. The child's misbehaviour continues and the peg is moved to a rain cloud. Once on the rain cloud the child will lose Golden Time.

If Golden Time is lost on two consecutive weeks, a letter will be sent to the child's family.

6. CHILDREN WITH BEHAVIOUR DIFFICULTIES

Any child who is identified with significant behavioural difficulties will follow an agreed procedure for managing their behaviour. This will be shared and agreed with parents/carers. The language used by teaching staff following a misdemeanour will be clear and concise. The child may be offered a 'safe' place in the classroom with a box of specially selected items to calm and settle him/her. A timer will be used to monitor the time taken for the child to calm down.

A consistent visual timetable will be used throughout the school for specific individuals and a menu of specially chosen rewards will be offered upon completion of specified tasks.

Children who require a specific carpet space will be offered their own carpet time mat.

EXAMPLES OF POSSIBLE SANCTIONS

Possible Behaviour	Possible Action
<p><u>Minor Problems</u></p> <p><u>Behaviour might include:</u></p> <ul style="list-style-type: none"> • talking when an adult is speaking • calling out in class • disturbing others whilst they are working • lack of care/effort when completing work • rough play • name calling • mistreating school equipment 	<p><u>Minor Problems</u></p> <p><u>Possible actions might include:</u></p> <ul style="list-style-type: none"> • verbal warning • identifying Golden Rule that is being broken • verbal apology to victim • named peg placed on grey cloud • 'Time Out' within the classroom • 'Time Out' on the playground, standing apart from others or walking around with an adult • repetition of task in own time - play time or taken home • Incident reported to parents/carers via Home/School Diary
<p><u>Major problems</u></p> <p>Behaviour might include any persistent recurrence of above as well as:</p> <ul style="list-style-type: none"> • hitting/kicking/biting another • refusing to participate/follow instructions • rudeness to others • consistent unkind behaviour • poor listening 	<p><u>Major problems</u></p> <p>Possible actions might include:</p> <ul style="list-style-type: none"> • loss of Golden Time with the possibility of winning some back for good behaviour • Golden Time missed with no winning back of time • written apology to victim • being sent to another class to work • loss of playtime • red card at lunchtime leading to appropriate sanctions • targets set on individual behaviour plan • name written in the incident book • communication with parents/carers
<p><u>Extreme problems</u></p> <p>Recurrent repetition of major problems</p>	<p><u>Extreme problems</u></p> <p>Possible actions might include:</p> <ul style="list-style-type: none"> • meeting with parents/carers • internal exclusion from lunchtime • exclusion from classroom • exclusion from Golden Time for a period of time • Behaviour plan • exclusion from school • involvement of the Pupil Discipline Committee of the Governing Body

Self-Esteem

It is important for adults to be careful not to damage relationships or a child's self-esteem by the use of sanctions. It must always be the behaviour that is criticised and not the child. A child with behavioural difficulties may have low self-esteem. The child must feel he/she is still valued and respected.

7. POTENTIAL PROBLEMS

Problems with behaviour may be more likely at certain times of the day, usually when children are not actively engaged in the classroom. We should all be aware of the potential for problems, and try to minimise them.

Such times include:

- when waiting in line and moving around the school
- when working with an adult other than the teacher
- during playtimes

We should also be aware of ways of defusing potentially 'high risk' situations, by removing individual children from a likely source of conflict e.g. the playground for a short period of time. The child needs to see that this is not a punishment but is in order to prevent a problem from occurring.

Staff do expect that the same school rules will apply at playtime as during the rest of the school day, and that children will respond to the supervision of all adults in the school.

Midday Meals Supervisors should be treated with the same respect as other adults in the school, and have access to the school system of rewards and sanctions.

All incidents where children are hurt are recorded in the Accident Book, which is kept in the Medical Room. Serious injuries are reported via the online ASSESSNET reporting system.

All incidents which are the result of deliberate harm are recorded in the Incident book.

Each loss of Golden Time will be noted in the Home/School Diary.

8. COVID-19

In light of the Covid-19 global pandemic, the home school agreement has been revised and shared with all families. This document provides additional information regarding the management and sanctions associated with unsafe behaviours. Regular review of, and amendments to, the risk assessment/protective measures document aim to provide up to date information regarding the management of behaviours whilst restrictive measures are in place. Both documents are available on the school website.