

New Hope Christian School (NHCS) Behavior Management policy Statement

The aim of this school policy is:

To develop in children a sense of self discipline and an acceptance of responsibility for their own actions

To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

NHCS Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

The Golden Rules

- *Do be gentle Do not hurt anyone*
- *Do be kind and helpful Do not hurt people's feelings*
- *Do work hard Do not waste your or other people's time*
- *Do look after property Do not waste or damage things*
- *Do listen to people Do not interrupt*
- *Do be honest Do not cover up the truth*

Guidance for All Staff:

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children, who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies. Staff use golden time, stickers, certificates, letters, postcards, and phone calls home to acknowledge and re-enforce positive behaviour as well as academic achievement. Praise should outweigh censure by 3:1. But should be handled in a way that the child feels comfortable.
3. A well managed, well planned environment decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children, should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem, censure should focus on the behaviour not the child.
5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring

and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.

7. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.

8. It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances.

9. The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head Teacher or the Deputy Head when behaviour causes concern.

Guidance for the playground:

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

3. School rules should be applied consistently and children reminded of them regularly.

4. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will remove the child from eating area. If behaviour persists they will be referred to the Meal Supervisor or a teacher on duty

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Rewarding good behaviour

- Quiet word, smile acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- Written comment, card, letter or postcard from teacher to parent
- Informing them of good work, positive attitudes or behaviour
- Certificates
- Acknowledgement in School Newsletter

What to do when behaviour is unacceptable

Immediate verbal or non-verbal check of misbehaviour

Warning. Removal of extra time/extra curriculum activities-. Extra work where work is clearly below potential. Homework Referral -Referral to Deputy Head Parental involvement. Parental consultation required in agreed strategy of support for child Referral to outside agencies. Temporary and permanent exclusion from school remain an option as a last resort.

It is essential that children are approached justly and fairly

Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism

of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff has the support of the Director, Head Teacher in matters of pastoral care and also has access to Year heads, The Deputy Head, Educational Welfare Officer, Pupil and Family Support Worker and other Local Health Authority professional support services where needed.

The Pastoral Team

The Pastoral when a child is reported to the Head Teacher or Deputy Head on a serious

matter of discipline, his/her name, reason for referral, and action taken will be recorded

Damage to property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying- Guidance to staff

Bullying is the willful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert both inside and outside the classroom.

Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'.

To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

If you come across bullying what can you do?

- Remain calm you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Ensure the victim is safe
- Take the incident seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public, who are the pupils's involved?
- Reassure the victim, don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- Punish the bully if you have to, but be careful HOW you do this.
- Reacting aggressively or punitively gives the message that it is right to bully, if you have the power.

Explain clearly the punishment and why it is being given.

Involving Others:

- Inform senior staff
- Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.
- Refer to the Head or Deputy who will, if necessary, inform both sets of parents of the incident and reassure them that the
- incident will be dealt with appropriately.

Ensure that incidents of bullying do not live on through reminders from you

All incidents of bullying MUST be recorded in the school Management system

For Further information please refer to the school Anti-Bullying Statement.

Circle Time

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning.

With its co-operative activities and discussion, Circle time ensure that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to 'walk the talk'

The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is treated in which no participants feel threatened. There should be no 'put-downs' allowed. Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together. A regular time should be set-aside for Circle Time in class. It may also take place between set times as the need arises or as a cross curricular teaching and learning tool. This forms an integral part of our discipline policy and pastoral support for the children.

Each year group has a designated, timetabled opportunity to have free time (normally a designated room for activities e.g. ICT room) as to rewards for well behavior. This is an opportunity for children to experience good quality, exciting resources in a stimulating environment be used for teaching and learning purposes, circle time, as a reward for small groups or whole classes, as a place to relax and reflect or somewhere to talk and socialize

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