

HELVETIA HOUSE SCHOOL POSITIVE BEHAVIOUR POLICY

UNCRC Article 3: Everyone who works with children should do what is best for each child.

UNCRC Article 19: You should not be harmed and should be looked after and kept safe.

UNCRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

Introduction

We want all children and their families to feel welcome and involved at Helvetia. We are a hard-working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to be the best they can be in a secure, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened. Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, and pupils can work together to improve behaviour, attitude and standards of work. Good behaviour is essential if effective teaching and learning is to take place.

This policy explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong, and the liaison needed between home and school if we are to succeed.

Aims for behaviour at Helvetia

- To teach children to think about their behaviour and to learn self-control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To treat children politely and fairly, so that they learn to be polite and fair.
- To teach children to respect other people, their rights, property, beliefs and feelings... essentially, to respect difference.
- To praise and reward positive behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

Promoting good behaviour

The PSHE Curriculum and Circle Time

These sessions provide opportunities in class to discuss appropriate behaviour and positive attitudes on a weekly basis. Areas we focus on include:

- Developing self-esteem, confidence, independence, responsibility and making the most of their abilities
- Developing good relationships and respecting the differences between people
- Developing healthy lifestyle and keeping themselves and others safe

- Developing knowledge and understanding about being informed citizens, including a sense of justice.

Restorative Practice

It is a simple fact, we know that harm will be done at some point to people and relationships, for any number of reasons. We see it all the time in our schools, playgrounds and classrooms. However, when harm is done it creates obligations and liabilities that need to be resolved. And this is the crux of the matter: it is the response of those involved that will determine what happens next. When that incident happens, what we do, as teachers and teaching assistants, will be crucial for all. Practising restorative practice techniques focus on repairing the harm and making things right by following a set of techniques, practices and in particular, a specific question set to guide the ensuing conversations. During restorative conferencing, specific language and questions based on the 'Restorative Conference Script' are used. The person facilitating the conversations asks a set of scripted questions to those involved in an incident. The goal of resolving conflict in relationships is not about victory or defeat. It is about reaching understanding and letting go of our need to be right. We start by saying – "Let's Talk", and by asking questions, we demonstrate that this meeting is not a punishment, it is a conversation.

Expectations

We have a small number of rules to make the school a fair and safe place for all children. We try not to have too many and to explain those we do have to the children. Our school rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well. The following rules apply to the whole school community.

- We are kind, helpful and polite.
- We are gentle.
- We are honest.
- We look after property.
- We listen.
- We work hard and we respect each other.

Rewards and consequences

Rewards

Children at Helvetia behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to class teacher praise, we also acknowledge wise choices with a commendation/house point. Children earn a commendation/house point by 'standing out from the crowd and doing the right thing'. Specific observable behaviours which might be acknowledged include:

- Trying your best
- Persevering
- Being honest

- Being ready for learning
- Being helpful
- Being organised
- Letting a member of staff up or down the stairs
- Being a good friend
- Collaborating
- Being polite
- Helping others

Every Wednesday, the whole school gathers in the hall for a 'Commendations Assembly' in which the child in each class with the most commendations/house points gained that week is awarded 'star of the week.' Each 'star of the week' receives a sticker from the Headmistress and a 'star of the week' postcard which they can take home to show their parents/carers. Additionally, the house that has received the most house points that week is announced, the ribbon on the school teddy is changed to the colour of the winning house and the house name is put on the noticeboard in the cloakroom (this is conducted by the appropriate house captain).

Our main aim is to improve children's attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

Consequences

The vast majority of children respond to a friendly warning. For those children who find it hard to make the right choice or who consistently challenge the expectations, we have a framework of consequences. The following list of consequences are not necessarily in order – we respond to each incident as an individual case considering factors such as past behaviour.

For Disruption in Class:

- Friendly warning
- Verbal warning
- Asked to work in another part of the classroom
- Asked to sit by themselves or outside the classroom for five minutes
- Asked to go to another class for five minutes
- Asked to work in another class until the end of the session
- Asked to go to the Headmistress

For Inappropriate Behaviour at Playtime:

The warning and time out consequences apply to playground behaviour too, with the school rules making behavioural expectations explicit. Children are occasionally asked to come inside to discuss what has happened with a senior member of staff. We place great emphasis on talking things through, on hearing everyone's version of events and on reconciliation. Typical responses to inappropriate behaviour include:

- Friendly warning
- Verbal warning
- Time out on the edge of the playground for five minutes

- Missing a subsequent playtime
- Missing lunchtime play
- Informing parents

More Serious Behaviour Concerns:

- Whilst acknowledging that a certain level of physical play in young children is inevitable as children learn boundaries, if a child hurts another child or a member of staff in class time with intent, or causes significant damage to property, there will be an investigation in the first instance. Consequences may include working outside the class base for that session, or the next session depending on the time of the incident.
- If a child hurts another in the playground, removal from the playground for an agreed amount of time is the consequence and a demerit may be issued.

Forgetting equipment or homework (KS2 only):

If a student fails to bring her signed homework diary or fails to complete a task set for homework, then the pupil should receive a warning/sanction. If she continues to fail to bring correct equipment then she may be issued with a sanction such as missing playtime with her friends.

Repeated Inappropriate Behaviour:

If inappropriate behaviour is repeated and there is little evidence that the child is responding, then the following steps may be taken:

- A meeting will be arranged involving the class teacher and parents.
- The school will closely monitor and analyse the behaviour to identify triggers and patterns.
- The SENCO may become involved if a more structured support might be needed.
- Outside agencies may become involved to support staff and children with effective Strategies.