children safe school choices community praise responsibility happy I Statement listen respect difference incidents encourage worries strategies behaviour

Behaviour Policy

reflect muddles reward fair communicate parents positive anti-racism rules environment staff honest guidance cooperate feelings solving learning needs others consideration care pride expectations choices rights

Harbinger School Behaviour Policy July 2011

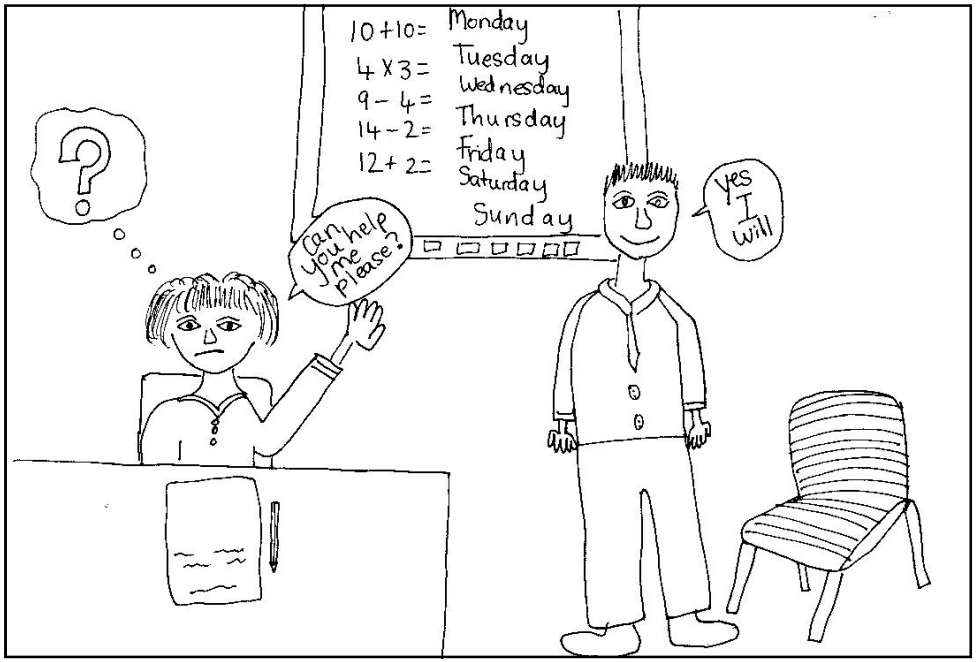
A People Place

If this is not a place where tears are understood,
Where do I go to cry?
If this is not a place where my spirits can take wing,
Where do I go to fly?
If this is not a place where my questions can be asked,
Where do I go to seek?
If this is not a place where my feelings can be heard,
Where do I go to speak?
If this is not a place where you'll accept me as I am,
Where can I go to be?
If this is not a place where I can try to learn and grow,
Where can I be just me?

William J Crockett

Rights of Staff

- To be valued and respected by stakeholders
- To feel welcomed, included and safe at school
- To receive training in order to teach 'Emotional Intelligence' effectively
- To know and be supported in following the Behaviour Policy
- To be supported when faced with challenging behaviour
- To expect that all the children are given guidance on how to respond to challenging situations.
- To know that issues are dealt with fairly and in accordance with the School's Policies.
- To have access to open and honest communication
- To contribute to decision making
- To express an opinion



Responsibilities of Staff

To explicitly teach children about Emotional Intelligence (Cath Corrie): I Statements, conflict resolution, emotions, the brain, choices, empathy, thoughts ...

Responsibilities of Staff?

- To know, teach and follow the school's behaviour policy
- To mediate and problem solve using agreed strategies
- To be clear about our expectations and make them explicit
- To listen to all others
- To praise, reward and encourage ~ be specific
- To be honest and fair
- To be aware of pressures on others and offer to help
- To have awareness of issues which may affect a child's behaviour and act upon them in line with policy
- To foster a safe environment
- To consider children's feelings/needs
- To ask for support when needed
- To foster the understanding that different people have different needs
- To know the children they teach
- To provide a broad, challenging, fun curriculum to inspire all children
- To respect difference: All different, all equal

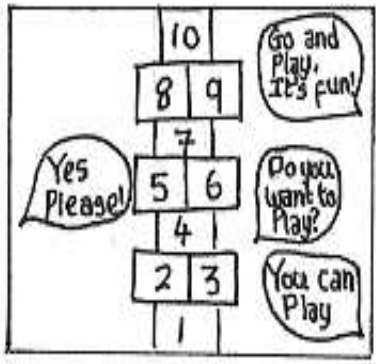
All members of the school community: children, staff and parents, have rights and responsibilities to ensure we make our school a safe and happy learning environment.

We try to **understand why** children behave in the way they do.

At times, children may have worries or muddles which result in them behaving in ways which cause concern.

We try to enable children to better understand themselves and to then develop strategies which will help them to make positive choices regarding their behaviour.

Much of our way of working around behaviour comes from the book 'Becoming Emotionally Intelligent' by Catherine Corrie. We commit to using this as a resource to develop our knowledge and understanding of our own emotional intelligence as well as that of the children we teach.



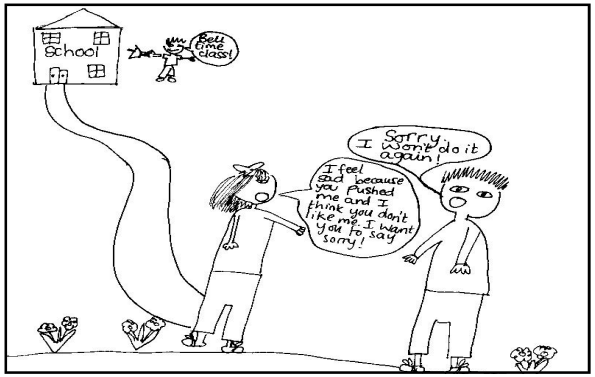
What we do if there's a problem:

- We encourage children to take **responsibility** for their own behaviour and to recognise the **consequences** of their behaviour;
- We encourage children to recognise **choices** they can make and **strategies** they can use.

Where possible, (with adult guidance where necessary) we encourage children to try to resolve disagreements themselves.

One of the most important strategies we teach children is how to use an '**I Statement**'. The structure of the 'I Statement' allows even very young children to take control of conflict situations, with increasing independence.

I feel ……..
because you ……..
I think that means ……..
I want you to ……..

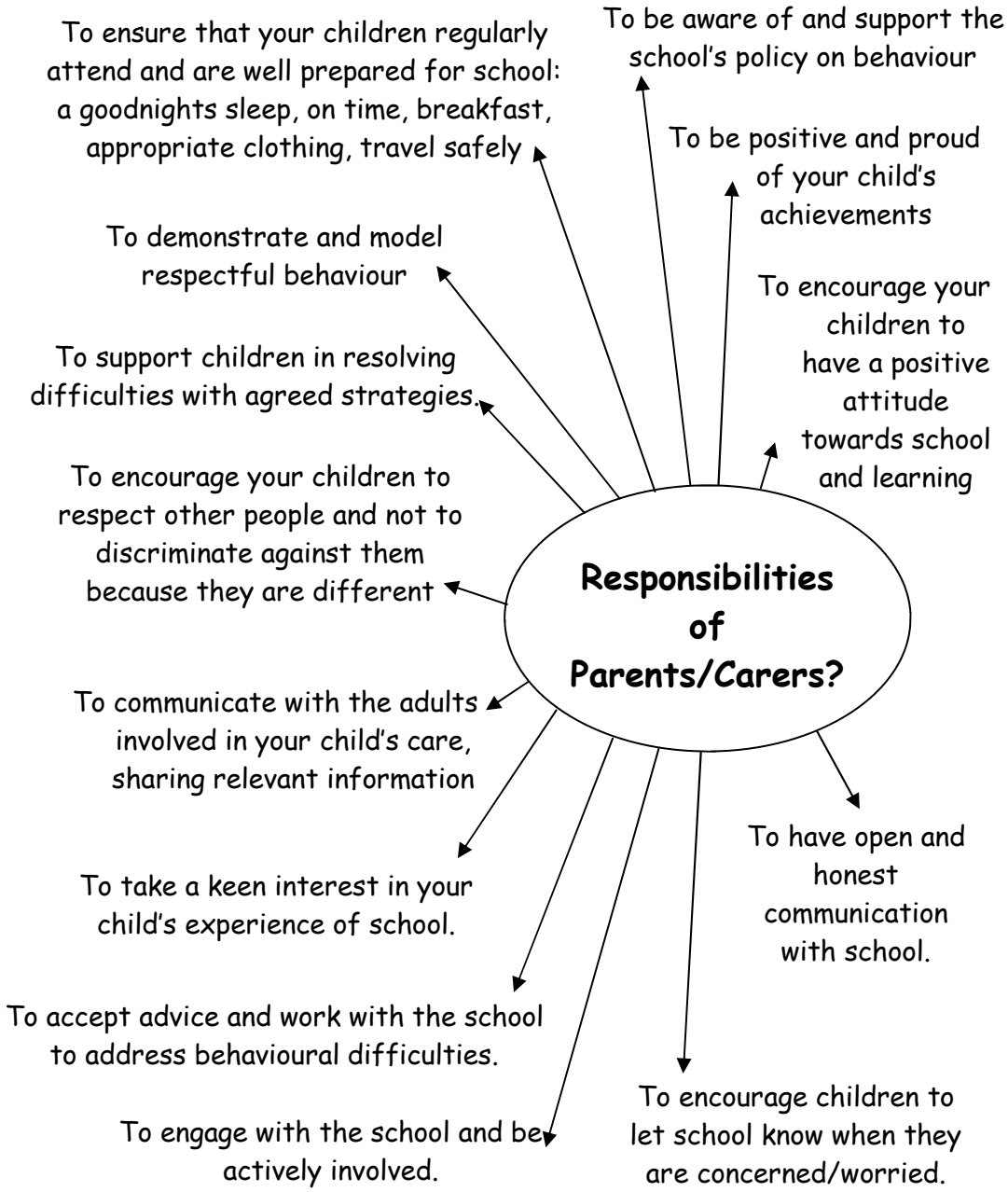


Children are taught that to make an I Statement effective they need to use a calm, respectful voice and calm body posture. They also need to be listened to. If they find they are not being listened to they are expected to seek adult support. An adult will then help them to resolve the issue.

Rights of Parents/Carers

- To be valued and respected by staff and children.
- To feel welcomed, included and safe at school.
- To be informed about significant emotional, behavioural and social issues regarding their child.
- To know that issues are dealt with fairly and in accordance with the School's Policies.
- To know about the School's Behaviour Policy.
- To expect that all the children are given guidance on how to respond to challenging situations.
- To know that the children are kept safe.
- To be able to approach school to discuss concerns, ask for help and to be listened to with sensitivity.
- To have access to open and honest communication

Responsibilities of Parents/Carers



Responses to Behaviour

Incidents such as:
disobeying instructions, play fighting, being rude, annoying other children
could result in -
losing choice of where to sit, having time-out on a thinking chair, missing part of a playtime, apologising, making 'sorry' cards, making up missed work.

Misbehaviour on school outings such as:
dangerous behaviour, refusal to cooperate or inappropriate behaviour
could result in -
missing future trips, being excluded from activity.

More serious incidents such as:
spitting, swearing, fighting, stealing, repetition of minor incidents
could result in -
losing the whole of a playtime (indoors), losing the choice of where to sit, time out in another teacher's class, recording/monitoring of behaviour, contact with parents/carers.

Very serious incidents such as:
being very aggressive, bullying, violent fighting, hitting or pushing, unprovoked attacks, serious bullying, dangerously disobeying or ignoring instructions, extreme rudeness to adults, as well as repetition of 'more serious incidents'
Incidents relating to Equality rights such as:
racism, homophobia, sexism, gender discrimination ...
We regard such behaviour as extremely serious. We always take firm action against it including informing parents/carers and reporting to LBTH.
We always encourage children to let staff know of any such incidents.
could result in -
involvement of the Headteacher or Deputy Headteacher including a formal meeting with parents/carers, informing Borough, engaging agencies.

Responsibilities of Children

To explicitly learn about and use Emotional Intelligence (Cath Corrie): I Statements, conflict resolution, emotions, the brain, choices, empathy, thoughts …

Responsibilities of Children?

- To follow school rules
- To communicate and listen to all others
- To show respect for the environment
- To accept responsibility for my own actions
- To ask if I don't understand
- To work hard and treat school as a place of learning
- To know that responsibilities become greater the older I am
- To use 'I Statements' when I have a problem
- To let adults know if something is troubling me
- To play and work safely
- To show respect for difference
- To consider the feelings and needs of others
- To treat others the way I would like to be treated

Rights of Children

- To be valued and respected by all
- To feel welcomed, included and safe at school
- To be taught about 'Emotional Intelligence' and strategies for problem solving
- To be listened to and heard
- To be able to express themselves and have ideas/opinions valued
- To have a clear understanding of the rules/expectations/ boundaries in relation to behaviour
- To be cared for, treated with kindness and helped
- To have help sorting out problems/worries
- To be taught fun and interesting lessons
- To be known as individuals