



HOMELANDS PRIMARY SCHOOL

PROMOTING A POSITIVE LEARNING ENVIRONMENT

PART 1

OUR VALUES

Adopted.....12.11.08.....

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Introduction

At Homelands Primary School we believe good behaviour is underpinned by a clear set of values which are shared regularly with the children. We also believe that children need clear routines and guidelines that all staff emphasis and support.

What follows is a set of codes of conduct which guide behaviour at Homelands. All children will need regular reminders about these.

Our Policy also makes clear the rewards and sanctions we use and what happen if the behaviour of a particular child is causing us concern.

The Learning Environment

Introduction

We believe the learning environment is a powerful influence on childrens' achievements. Our values, routines, physical environment and our approach to behaviour interact and underpin the learning which will take place.

A Statement of Values

At Homelands Primary School we aim to create a learning environment which enables each child to fulfil their potential. It is a warm and caring environment in which positive attitudes to self and others are developed.

We believe developing positive relationships between adult/child, child/adult and child/child are fundamental to this. We aim to foster mutual respect in these relationships.

Our school community have identified a set of core values which we seek to actively promote and acknowledge. These are clearly displayed in our hall.

Our Core Values

Co-operation
Good listening
Kindness
Courage
Perseverance
Friendliness
Helpfulness
Care for our Environment
Responsibility
Fairness
A sense of humour
Independence
Honesty
Appreciation of others
Politeness
Effort/Hard Work
Enthusiasm for learning
Positive attitude
Sportsmanship
Tolerance
Respect
Trust
Sharing

Values into Practice

Staff and children have identified how these values are put into practice. Anyone visiting Homelands should see these values reflected in classrooms, in the playground and in the staff room.

Co-operation

We provide opportunities for collaborative learning.
We model co-operation in our relationships with other staff.
We share equipment.
We encourage cooperative play

Good Listening

We do not speak whilst others are talking to children [adult to adult – adult to child]
We teach children how to actively listen: - eye contact, response, body language.
Adults model good listening.
We offer a range of opportunities to develop listening in different contexts.

Kindness

We tell the children when they have been kind and thank them.
We respond to adult requests in front of children in a positive way.
We show concern when others are upset/injured.

Courage

We give examples of courage from the lives of other people.
We value children who speak/think independently.
We value children and adults who step out of their comfort zone and try new things.
We encourage children to speak out against bullying or unfairness

Perseverance

We accept it's OK to make a mistake
We provide realistic challenges.
We provide outdoor and sporting activities which promote perseverance.
We give support to help the children achieve success.
We encourage all attempts at tasks

Friendliness

We say good morning to staff, parents and children and encourage the children to do the same.
We greet new visitors and ensure they are looked after.
We introduce new children/staff to the whole school.
We smile!
We talk about what makes a good friend.
We encourage the children to talk to visitors.

Honesty

We appreciate and acknowledge when children own up.
We are open about our needs.
We admit to mistakes.
We aim to develop a secure/supportive atmosphere in which trust can develop.

Appreciation of Others

We encourage children to be aware of their use of gesture and language.
We develop positive images of other cultures through displays and resources.
We listen to others.
We thank the children and each other in appreciation of effort.
We value other adults in our room.
We write to thank people who have helped in our class.

Politeness

We expect the children and ourselves to use please, thank you and excuse me.
We expect ourselves and the children not to interrupt.
We expect the children to line up without pushing.
We encourage children not to walk between people who are talking.
We give opportunities for children to greet or thank visitors.
We hold open doors for each other and say thank you
We expect people to ask for assistance politely

Effort/Hard Work

We try our best.
We don't give up.
We are positive about change.
We praise and reward effort/achievement both in and out of school.
We value and give opportunities for volunteering.

Enthusiasm for Learning

We encourage staff and children to be actively involved in their own learning.
We enthuse about things that interest us
We provide interesting visits and events and value opportunities for first hand learning.
We involve parents in their child's learning by keeping them informed through termly class curriculum letters.
We value and respond to outside interests of both staff and children.
We encourage children to follow up work at home.
We share our own learning and experiences

Helpfulness

We show others how to do things.
We encourage the children to work together, with talk partners and in small groups
We all help to keep the classroom and school tidy.
We respond positively to reasonable requests.
We support each other

Care for the Environment

We all pick up litter even if we haven't dropped it.
We ensure our displays are well maintained and changed regularly.
We look after resources and put them away tidily.
We use outdoor equipment appropriately.
We take care of our plants and trees.
We ensure the cloakrooms are tidy for safety

Responsibility

We give children responsibilities in the running of the school e.g. play buddies, [peer mediators, librarians, school councillors, office workers

We expect the children and ourselves to be responsible for equipment and resources.

We do what we say we will do

The older children are encouraged to set a good example to the youngest children.

Fairness

We try to be consistent in our behaviour.

We encourage children to take turns/share.

We explain fairness

We try to be fair with our time

We listen to both sides in a disagreement

A Sense of Humour

We laugh together.

We challenge any behaviour which involves laughing at someone.

We develop an awareness of appropriate humour.

Independence

Children are shown how to do things and then expected to do them for themselves.

Children are responsible for their equipment.

Children are encouraged to think for themselves and make decisions.

We are all encouraged to have a go and it is OK to make a mistake.

Older children are encouraged to organise their time with the use of a planner.

Positive Attitude

We look for the positive in change

We smile

We have a go at things

Sportsmanship

We encourage children to play to win but not at all costs

We expect children to help others who are injured in games

We expect children to cheer on their own team but also to acknowledge the achievement of opposing teams

Tolerance

We show positive images of other cultures and of children who may be different in other ways e.g.

Physical impairment

We challenge stereotyping and racism

Respect

We treat other people as we wish to be treated

We use people's names

We speak to them in a non aggressive way

We value each other's opinions

Trust

We ensure we do as we say we will

We tell the truth

Sharing

We share resources, space and people



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PART 2

ROUTINES AND LANGUAGE

Rationale

We believe that children need to have clear routines established in their class at the beginning of each year. If the children are clear about expectations they feel secure and can develop their confidence. Established routines promote positive behaviour. They also help all staff (including supply teachers) to feel confident in their classroom management.

Routines

F1 Routines

On Entry

- One adult at the door
- One adult at the book box
- Parents come into the classroom to settle and play with their child
- Children self register, hang up their coat then change their books
- Activities start

When all of the parents have left (F2 parents) the outside gate is closed, children can work outside, 1 adult inside, 1 adult outside.

Register

- The register is completed when the parents have left (completed by the adult working inside). A child is asked if they would like to take the register to the office. They then select a friend. (At the start of term an older child is asked to take a new child)

Lining Up To Exit Room

- Whenever we leave the room for P.E. or when walking to another room, we discuss the skills we need to use. (5 key skills – good listening, good looking, good speaking, good sitting, good thinking)
- We discuss how our tummies and backs can't touch.
- We sing 'heads and shoulders' to ensure everyone is looking and ready

P.E.

- Change in our groups. (At all times the class is separated into two groups).
- One group changes in the quiet room
- One group changes in the brick area
- The children hold hands and make a circle
- All children take off their shoes and socks and place their socks into their shoes
- Shoes are placed as a pair
- Jumpers are folded on top of shoes

Only then:

- P E Bags are given out
- AM: Change kit
- PM: Just socks, shoes and jumper

Playtimes/Outside Environment

- Full waterproofs in wet weather and coats if cold
- Both adults and children to wear appropriate outdoor clothes

Snack

Snack is set out after the register has been taken to the office

- Wash hands
- Name is taken off the board and placed in the box

Tidy Time

- Children are told individually that they have 5 minutes left
- The door to the outside area is closed
- Children tidy then select a book to read in the quiet room
- Outside the children tidy then play a short group game (ring game) before coming into the quiet room

Jumpers

- Jumpers are given out at the end of the session. (Jumper box is near their coats)

End Of The Day

- One group will be in the quiet room, the other in the brick area
- One group at a time fetch their belongings back to their group area
- One child is chosen to be the post person and give out the book bags
- Home file is placed outside
- One adult calls the children's names from the door
- The other adult stays with the groups

Painting etc.

- Depending on the art activity jumpers stay on.
- Jumpers are only removed if the children are paint- mixing, or using liquid paint
- The surfaces are covered but the children are expected to clean the tables and paint -mixing equipment when they have finished their art- work

Control technique

- Sing a song
- Action rhyme
- Remind the children of the skill they need to be using

Foundation Two Routines

Start of Day

- CT meets at door
- TA supports children hanging coats and registering
- Children - Encouraged to say 'Good Morning'
Parents are welcome to come into class with their children during the first term
Put lunchboxes away
Take reading books out of folders and put in pile on table
Select a book to share at home with their parents from the book trolley and place in Reading Folder
Place reading folders in Reading Folder box
Hang coats in cloakroom
Place name on self registering board
Choose a book to read and sit in a circle
Sit on carpet

Register Time

- Lunch register Packed lunch please
 School dinner please
- Attendance Register completed by teacher

One person chosen to take registers to the office (Children go in pairs at the beginning of Autumn and Spring Term).

Lining Up and Moving Around School

- Choose person for front and back of line
- Talk to children about tummy's and back's not touching others
- Remind children to look where they are going, go without running or talking

Assembly Time

- Remind children Assembly Time is a quiet time for listening

Lunchtime

- Children decide for themselves if they need to wear a coat
- They are encouraged to do so when cold
- They must wear a coat if it is raining

Jumpers

- Should be folded and placed in jumper box
- Cross each arm over and fold bottom to the top

Aprons

- Jumpers off, placed folded in box
- Children assist each other in doing aprons up
- Children will wash and dry own painting and craft equipment where appropriate

Outside Area

- If wet full waterproofs must be worn

Snack Time

- Children wash hands before snack
- Children must sit at table until finished
- Children put any washing up in snack sink and lay up table for the next person where appropriate.

P.E.Changing

- Collect bags from cloakroom
- Find space on carpet
- Sandtimer used for changing time
- Changing time is quiet time
- Socks in shoes
- Clothes folded – placed in pile
- P.E. Bag on top of pile
- After P.E. bag is placed on peg

Lunchtime

- Go through to Foundation One toilets to go to the toilet and wash hands ready for lunch
- Children walk through the school to the hall quietly
- Children must check with an MTA before leaving the table
- Foundation Two MTA checks lunchboxes as children go out into the playground.

Hometime

- An adult wheels trolley into classroom
- Jumpers on
- Using different criteria sent to get coats
- Coats on
- Collect lunchboxes
- Collect reading folders (set out on table)
- Collect own pictures (set out on table)
- Letters handed to each child as they leave
- Children reminded to wait inside if they can't see parent
- Children whose parents Teacher wishes to talk to wait with TA
- 'Goodbye' at door

Stopping

- Stop please
- Stop please – 5, 4, 3, 2, 1, 0 look at me
- Bells used on occasions
- Hands on head, shoulders, waists, toes etc.
- I can see is ready, well done.
- you are sitting beautifully
- Show me you are ready

Routines/Expectations at KS1

- TAs/Class Teachers 'meet and greet' children and parents at entrance each morning.
- Lunchboxes placed on trolley
Coat hung up/put fruit for break in own tray
Reading book put out to be changed on table (also spelling books on Fridays)
Children sit on carpet ready for register
- Register called first, followed by dinner register and dinner money according to teachers own criteria (monthly or weekly pairs) children also complete weather board at Year 2
- On entering/leaving classroom, children line up in single file – hands by sides/no talking
- During assembly there is no talking. Children removed to sit by class teacher/TA if they are disruptive

Playtimes

- Children collect fruit from trays (where it should be put first thing)
- Coats should be worn according to weather
- A reminder might be necessary to either put on jumper/or remove in hot weather
- At the beginning of playtime children to wait at white line for member of staff
- Exit through classroom door/walk to playground.
- Children allowed to go to the toilet or have a drink
- At the end of play children line up in front of the class teacher by Year 6 door.

Lunchtimes

- Pack up by 11.55am, children wash hands in classroom if they don't need the toilet or go to the toilet (in small groups)
- Line up in packed lunch/school dinner queues in corridor. Wait for dinner hall to be ready
- Children to have free access to water, but not during whole class teaching time
- Turn cup upside down on draining board to indicate it needs washing
- Children free to go to the toilet, but should notify an adult in the classroom (as should TA or teacher to inform if they have to leave room)

P.E.

- Collect bag from cloakroom, make sure coats are returned to pegs
- Change at table. Fold up clothes, the right way out and lay on chair/table
- Put socks in shoes and shoes under chair in a pair
- Sit and wait for whole class on carpet
- Ensure that earrings are removed or taped
- If going to the field, ensure key is collected and take a mobile phone and First Aid kit
- Send children to the toilet before going to the field

Art

- Jumpers removed and put in box – aprons on
- Children will sometimes set up an activity – cover table and put out equipment
- Children should leave area tidy, but TAs will do the final clean
- Chairs can be stacked if necessary for children to stand up at art area

Hometime

- Reading folders put out on the table
- Letters put in reading folders or given out directly to children when lined up/exiting class
- The TA hands out the jumpers and then children collect their coats, lunchboxes and reading folders
- If no-one is there to collect, children sit at tables in Year 2 / remain in class in Year 1. After 5 minutes children are brought in and taken to reception to await collection

Control Mechanisms Used!

- Positive praise – ‘well done.....for sitting ready to listen’
- Sit in chair/arms folded.....children copy
- Count backwards 10/5 to 0
- Year 1 – stop, look and listen. Small bell used to signify stop
- Year 2 – Stop, look and listen.

Routines/Expectations at KS2

Beginning of Day

- Children greeted by a member of staff at door.
- Lunchboxes placed on trolley
- Greeted in their classrooms by class teacher.
- Registers taken in silence

End of Day

- All teachers stand at classroom doors and are available for parents.
- Year 3/4 children collected by parents unless parents request they go home independently

End of Playtime/Lunchtime

- Children line up and enter the building in a line. Their exit and entrance is supervised.
- Years 5 / 6 line up on the netball court and Years 3 / 4 by their classrooms.

Listening

- When the class is listening to the teacher the expectation is that
 - Children will face the teacher
 - Put equipment down
- During assembly there is no talking. Children removed to sit by class teacher if disruptive

P.E. Changing

- Year 3/4 change within the classroom
- Year 5/6 girls use changing room. TA supervises clothes left in neatly folded piles

P.E. Equipment

- Children allowed supervised access to P.E. cupboard
- First aid kit, mobile phone and key to the field to be collected from the office if games to take place on the field

I.C.T.

- Screen minimised to gain attention
- Children usually supervised in suite, although year 5/6 may work independently
- Children only print when permission is given
- Work saved with a file name
- Chairs left under bench at end of session, workstation tidy
- Children do not access internet without permission

Art

- Remove sweatshirt and put on apron
- Cover tables

Book Folders

- These to be kept in a box

Jumpers

- These to be kept in a box

Class Rules

- Agreed at the beginning of year and displayed

Toilets

- Children encouraged to go at break times
- Children should ask during lesson time
- Children should always wash hands

Drinks

- Drinks can be had at all times except during teacher input

Books

- No graffiti

Lateness

- Children should apologise for their lateness

Control Mechanisms

- Thank you to 'child's name' you're ready
- Eyes this way, show me you're ready
- Who is ready, can you show me?

See also rewards and sanctions section

Using Language

How teachers and parents use language can have a powerful effect on creating a supportive learning environment. Small comments can destroy learners' self esteem or boost it. Try to ensure the balance of your comments are predominantly positive not negative. When checking the child ensure that you make it clear it is their behaviour you don't like, not them.

Key Principles

- Avoid making a big issue out of minor situations
- Keep corrective interaction un-intrusive for minor misdemeanours.
- Never use sarcasm or humiliation.
- Keep a positive respectful tone, but be firm
- Keep the language itself positive e.g. 'when-then' rather than 'no you can't because'
- Avoid the question 'why?'
- Never point fingers or invade personal space.
- Be brief, don't labour the reminders.
- Re-establish a working relationship as soon as possible.
- Focus on the primary behaviour issue.
- Assertive language does not need to be aggressive or loud. A calm manner is more appropriate.
- Employ the language of success – 'I know you can'
- Employ the language of hope and possibility –
 - e.g. you can do it
 - what help do you need to do it?
 - lots of people get mixed up on this, how can I explain better?
 - you can do it, I should have made it clearer
- Reminder of correct behaviour
- Stop and try this used. Rather than no



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PART 3

THE PHYSICAL ENVIRONMENT

The Physical Environment

We believe the physical environment has a significant impact on learning. It gives children clear messages about how we value them and how we value learning. It can be supportive of independent learning.

We have all agreed that the guidelines should be:-

- At the beginning of a year children should be acquainted with their classroom.
- Resources should be clearly labelled and accessible.
- There should be no graffiti on books.
- The learning environment should both celebrate achievement and support learning.
- The learning environment should be well maintained and changed regularly.
- The classroom should seek to promote positive images of other cultures.
- Classrooms should be kept tidy and children involved in this.
- Pencils should be sharpened.
- Layout should be flexible and allow movement.
- A teacher's workplace should be tidy and organised.
- Books should be well displayed to encourage an enthusiasm for books.
- Floors should be kept clear and storage should be provided for book bags.
- There should be clear routines for storing sweatshirts.
- Chairs and tables should be the correct height.
- Water should be accessible.
- Damaged equipment should be reported and removed.
- The classroom should be kept well ventilated and clean.
- All damaged resources should be reported and removed. Please note it is important not to discard equipment that may belong to our PFI provider.



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PART 4

BEHAVIOUR POLICY

Our Code of Conduct

- We will be on time
- We will always walk around the school
- We will line up quietly at the end of lunchtimes and playtimes
- We will wear our school uniform and have the correct P.E. kit
- We will complete homework tasks
- We will listen to others and take turns
- We will sit appropriately according to the activity
- We will work purposefully with an appropriate level of noise for the activity
- We will be polite and use those important words – please, thank you and excuse me
- We will not touch other children in an aggressive way
- We will not retaliate to aggression but seek adult help
- We will respect and care for our buildings and equipment
- We will never use swear/inappropriate words or rude gestures in school
- We will be independent and sort out our own clothing and equipment

Code Of Conduct

		Step One	Step Two	Step Three
We will be on time	If not	Verbal request to the parent	Letter home/or discuss with parent	Involve EWO
We will walk around school	If not	Verbal request/repeat journey		
We will line up quietly	If not	Verbal request	Repeat action	Practise at break
We will wear school uniform	If not	Verbal request	Letter home/or discuss with parent	
We will have correct PE Kit	If not	Verbal request	Standard letter/or discuss with parent	
We listen to others	If not	Verbal request	Follow sanctions if persistent problem	
We will sit appropriately	If not	Verbal request	Follow sanctions if persistent problem	
We will work purposefully	If not	Verbal request	Follow sanctions if persistent problem	
We will be polite	If not	Verbal reminder		
We will not touch in an aggressive way	If not	Reminder or sanction		
We will not retaliate to aggression but seek help	If not	Reminder or sanction		
We will respect out building and equipment	If not	Reminder and reparation		
We will not use swear words	If not	Reminder or sanction	Begin step approach	
We will be independent and take care of own property	If not	Reminder	See parent if a major cause for concern. Suggest ideas for organisation	

Dining Hall Code

- We will remain at our table whilst eating our lunch
- We will talk quietly to the people on our table
- We will use please and thank you
- We will put our hand up if we need help from the midday supervisors
- We will eat only our own food and leave others to eat their lunch
- We will dispose of our rubbish in the bins provided
- We will walk in and out of the dining hall
- We will use our knife and fork to eat our meal
- We will stack our lunchboxes carefully on the trolley

Playtime Code

- We will walk into the playground
- We will share equipment
- We will use equipment for the purpose intended and return it
- We will not put our feet on the outdoor benches or tables
- We will treat other children kindly. This means we do not kick, hit or say unpleasant things to others
- We will always be polite, rude words are unacceptable
- We will not retaliate but seek help from Peer Mediators or adults
- We will always treat adults on the playground with respect. We will also follow instructions straight away
- We will put any litter into the bins
- We will take care of anyone who is hurt or upset

Rewards

Good behaviour deserves to be recognised and rewarded by everyone in school.

We do this by:

- Verbal praise from all staff
- Awarding the Headteacher's Certificate weekly to a child (in each class) who demonstrates our core values. Parents are invited into this assembly.
- Sending home a postcard from the Headteacher praising effort, progress, behaviour or general standard of work
- Sharing work and positive news in key stage assemblies
- Key Stage 1 has a 'wonder wall' which displays successes
- Golden time or independent working time used across Key Stage 2.
- Soft toys sent home for sleepovers in Key Stage 1
- Judicious reward of stickers across school
- Sharing praise with parents
- Displaying names of children who have had particular achievements
- Class rewards

Sanctions

From time to time we do need to employ sanctions and these are listed below. We would normally employ 2 warnings before a sanction.

- Removal within class (near adult)
- Removal to partner class for no longer than 10 minutes
- Missing part of playtime
- Withdrawal from an activity
- Losing golden time or independent working

We feel it is important that children make reparations for their actions and accept responsibility for what they have done. Staff always make clear the reasons for implementing the sanctions and keep their word when the threat of a sanction is made.

We do not use techniques such as names on board and we never use humiliation or sarcasm.

Behaviour Causing Concern

When a child's behaviour is persistently causing concern the following steps will occur:

Step 1

Class teacher talks to parent about concerns. The discussion involves identifying the changes needed and strategies that may be used at home and school. A date is fixed for review of progress. A note of the meeting is kept and this signed by the parent.

No improvement



Step 2

Class teacher and key stage coordinator speak to child and parent. Targets for improvement set along with a date for review. A note of the meeting is kept and this is signed by the parent. Children may be given a book or a target card. At this stage the SENCO informed and a behaviour log begun.

No improvement



Step 3

Head teacher sees child. Formal meeting set with parent. Intervention programme/support identified e.g. SEAL, ENABLE, Pastoral support. Child is entered on SEN Register for behaviour. A note of the meeting is kept and signed by the parent.

No improvement



Step 4

Warning of exclusion issued to parent. Local authority informed of risk of exclusion.

No improvement



Step 5

Temporary or permanent exclusion.

In severe cases which involve physical attacks on other children or adults, verbal abuse of adults, extreme vandalism or serious disruption to the class the final stage may be reached quickly.