

SCHOOL BEHAVIOUR POLICY

1. Introduction

It reflects the consensus of opinion of the staff and has the full agreement of the Governing Body. The policy was agreed at the meeting of the Governing Body held on Tuesday 21 January 2014 and should be read in conjunction with the Anti-Bullying and Health and Safety policies.

This policy needs to be supported by the whole school community, not only by the teaching staff and pupils, but also by non-teaching staff who have day contact with the pupils.

2. Aims

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We wish to promote the self-esteem and confidence of children and staff by creating an atmosphere which values individuals and is free from intimidation.

3. Entitlement

3.1 Our behaviour policy is based on a balance of rights and responsibilities. Every child and adult in our school community is entitled to work within a supportive and secure environment where they are respected and feel safe, as outlined by the 'Golden Rules'. These have been generated by the children themselves as well as the staff. (see Appendix 1). Every child and adult has the responsibility of behaving in a way which enables others to feel secure and respected and which promotes learning and teaching without hindrance.

4. Implementation

4.1. It is the responsibility of all teaching and non-teaching staff to be vigilant for signs of bullying, to take action within the scope of their responsibility and to report details to their line manager. This is complementary to responsibilities detailed on our Child Abuse policy.

4.2. Staff and parents will be vigilant for changes in children's behaviour and demeanour and or any physical marks where explanations are unclear. In the pre school meeting with parents it will be made clear that the school will take concerns seriously and will investigate and monitor.

4.3. Children are encouraged to tell staff if they have a problem and are reassured that they will be taken seriously.

4.4. Children will be reminded of the school rules at the beginning of each term and whenever appropriate.

4.5. We will seek to teach children to solve their problems through discussion and negotiation, so they might learn how to think things through and talk together to establish agreement.

4.6. We will try to help children take responsibility for their own actions and see links between behaviour and the consequences of their actions and subsequent events.

4.7. We will speak assertively to disruptive pupils using language, which is decisive, firm and clear in a positive and consistent way.

4.8 Consequences of Appropriate and Inappropriate Behaviours

We encourage good behaviour through positive comments, access to privileges such as Golden Time and by sharing success with others in class and assemblies. We also encourage children to undertake responsibilities within their class and school. We encourage children to develop self-discipline and a sense of responsibility and an awareness of right and wrong.

Parents who accept a place for their children at our school are expected to support our code of conduct and procedures for responding to inappropriate behaviours.

Behaviours are described as acceptable behaviours and inappropriate behaviours, which are detailed in four stages. (*See appendix 1*)

The descriptions and their consequences are intended as a guide as to procedures. However, some situations may not fit neatly into the pattern and we may have to be flexible in our approach. We will try to handle situations where children are experiencing emotional or behavioural difficulties with sensitivity and in a spirit of partnership with parents.

Ultimately, where a child continues to seriously violate the rights of others and shows no sign of wanting to change, part time attendance or exclusion will be considered. Serious physical abuse or violent behaviour, serious theft or evidence of handling or using drugs will warrant immediate action and the relevant authorities notified.

5. Documentation

5.1. This document was written with reference to the existing practice in our school, the 'Skills for the Primary School Child', Part 1, Foundation Programme and to the classification of behaviours by Mousehold First School, Norwich which we wish to acknowledge.

6. Review

6.1. This policy will be reviewed annually.

Reviewed by staff Summer 2016.

APPENDIX 1

Acceptable and Expected Behaviour

*Pupils at this level respect the rights of others and are co-operative and self-controlled.
Their behaviour is sensitive, thoughtful and polite.
The pupil is attentive and generally hard-working.
The pupil observes the Golden Rules and class rules.*

Golden Rules

We are kind and polite.

We listen.

We always try our best.

We respect everyone and their property.

We are honest.

Pupil Consequences

- * Positive reinforcement with appropriate comments and specific feedback.
- * Golden Time rewards observance of the Golden Rules.
- * Pupils are given responsibilities.
- * Their success is shared with other pupils, via assemblies, individually etc.

STAGE 1 BEHAVIOURS

Abusive Behaviours

- * unkind personal remark, including name-calling
- * pulling faces behind someone's back
- * showing disregard for other's personal space

Preventing Learning

- * using raised or loud voices that disturb others
- * moving unnecessarily around the classroom, school etc.
- * deliberately distracting others (nipping, poking nudging etc.)
- * refusing to share resources/materials etc.
- * refusing to be quiet or sit still during listening times

Dangerous Behaviour

- * running inside the school building
- * swinging or waving around an object that could injure others

- * misuse of school equipment
- * entering school building unsupervised and without permission

Possible Consequences

- * removal of the Golden Time privilege for a period of up to 30 minutes
- * recall/discussion of agreed school rules/Golden Rules
- * offender/offended given time to discuss/resolve the situation pupil excluded temporarily from an activity

Sanctions at Stage 1 should be dealt with at class-teacher level

STAGE 2 BEHAVIOURS

Abusive Behaviours

- * persistence of Stage 1 Behaviours, e.g. loss of 30 minutes Golden Time more than twice in 1 term.
- * use of bad language
- * answering back to any adult in a disrespectful manner
- * cruel/racist personal remarks
- * deliberately hitting, kicking, pushing, restraining or dominating others
- * defying or disobeying an adult
- * taking anything without the owner's consent

Preventing Learning

- * intentionally defacing/destroying materials or resources
- * spoiling or taking/hiding another's work/belongings
- * persistence of Stage 1 Behaviours

Dangerous Behaviours

- * loss of self-control (e.g. temper tantrums, sulking etc.)
- * unsafe use of apparatus in PE etc.
- * putting others into possible danger e.g. pushing during PE etc.
physically fighting with another child or a deliberate kick, push etc.

Possible Consequences

All the Stage 1 strategies can be used, but in addition the teacher can:

- * talk with the pupil and/or agree with a statement about acceptable behaviour
- * talk to and discuss the situation with the pupil's parents/guardians
- * consider "timeout" of the classroom with another member of staff
- * deprivation of breaks considered, work given for completion in their own time
- * sanctions should reflect the level of the offending behaviour + age of child
- * class-discussion of the behaviour and the feeling this evokes

STAGE 3 BEHAVIOURS

Abusive Behaviours

- * bullying (as defined in the Anti-Bullying Policy)
- * inciting others to bully
- * vandalising other's property
- * persistence with earlier unacceptable behaviour
- * stealing

Preventing Learning

- * persistence with earlier unacceptable behaviour, despite sanctions
- * inciting others to disruptive behaviour

Dangerous Behaviours

- * running away from school premises
- * loss of self-control that requires restraint by an adult
- * persistence of earlier behaviour, despite sanctions

Possible Consequences

- * parents will be notified and a meeting arranged to discuss the inappropriate behaviour with either the class teacher and/or Head
- * Head may record incident in the 'red book' for a one-off incident. Any repetition will prompt a meeting with parents
- * all Level 2 and Level 3 strategies will be tried
- * details of specific incidents will be recorded by the adult in- charge
- * the child could be excluded from school visits, including sporting events
- * if behaviour continues, external support may be sought

STAGE 4 BEHAVIOUR

Abusive Behaviour

- * persistence of earlier behaviour, despite sanctions
- * persistent recorded violence towards others
- * persistent abusive or offensive language
- * persistent bullying or incitement to bully
- * abusive sexual behaviour
- * physical assault on an adult

Prevent Learning

- * unacceptable loss of teaching time, due to inappropriate behaviour
- * persistence of earlier behaviour

Dangerous Behaviour

- * striking or injuring an adult
- * hurting another pupil so that medical attention is required
- * loss of self-control, so that restraint is needed to prevent injury
- * causing severe damage to property

Possible Consequences

- * other agencies will need to be involved TLC (*Teaching & Learning Centre*).
- * on-going written record of incidents/behaviours, which can be later shared with other agencies, headteacher, parents etc.
- * headteacher, other staff, governors etc, will need informing and updating on the current situation.
- * headteacher to monitor behaviour and discuss with those involved
- * headteacher to meet parents
- * pupil sent home from school, after prior arrangements with parents/guardians
- * governing body to be kept informed as to sanctions and procedures undertaken
- * child excluded for a longer term/on a permanent basis.