



## **Behaviour Policy 2016**

<b>Date Ratified</b>	<b>Date of Review</b>
May 2016	May 2019

### Revision History

<b>Date of Revision</b>	<b>Summary of Changes</b>	<b>Approved</b>	<b>Approved</b>	<b>Approved</b>



## **School Ethos**

- To provide a firm Christian foundation.
- To maintain a happy, secure harmonious community built on mutual respect and shared goals.
- To create an atmosphere of value and worth, developing confident people.
- To encourage a climate of self-motivation, discipline, responsibility and personal excellence.
- To develop in the children an awareness, understanding and tolerance of others.

## **General Aims & Objectives:**

- To help our children to lead purposeful lives and live amicably within society.
- To promote self-discipline, independence and self-motivation.
- To encourage self-respect and personal worth.
- To promote care and respect for others, including other religions, races and cultures.
- To promote respect for their own property and that of others.
- To help our children to take pride in the school and to contribute to its appearance by being tidy and treating equipment correctly.
- To encourage general good manners and politeness.
- To promote positive attitudes to learning and life including honesty, tolerance, generosity and justice.

**To achieve the above we believe that it is necessary to have a well ordered school where everyone is aware of the accepted norms.**

## **Associated documents**

This policy needs to be read in conjunction with the Anti-bullying policy and the Race Equality Policy.

## **School Organisation, Supervision and Communication**

- Adults should be fair, honest and consistent in approach treating children and colleagues with respect and consideration and where consequences are necessary, they should seek to reprimand the individuals concerned, rather than the class as a whole.
- All communal areas e.g. corridors, cloakrooms and toilets are the responsibility of all the staff and as such any member of staff should correct any child misbehaving in those areas. The member of staff who witnesses an incident



should deal with it, taking into account the general guidelines outlined below for dealing with behavioural incidents. Having dealt with the situation, the staff member concerned should inform the class teacher who may wish to note the particular incident.

Good communication is important and helps in providing a 'whole school' approach to behaviour management. This includes:

- a Daily news on the staff room whiteboard.
- b A 'child update' section at staff meetings and staff briefings to enable every member of staff to be aware of a particular child's circumstances or behaviour.
- c A diary update session at staff meetings so that staff are aware in advance of particular events or visitors in the school. Red letter is also sent to all staff of the week / month ahead
- d Mutually convenient times should be arranged with other adults to discuss contentious issues and avoid confrontations.
- e The planning file and information sheet should be available in the classroom for supply teachers and Teaching Assistants taking the class and all planning should be on the staff share on the server.
- f Circle time.

#### Supervision

- a At the beginning of school, playtimes and lunchtimes children are sent inside class by class from the playground by the teacher on duty. Teachers are in the classrooms from 8.50am as children come straight into the classrooms.
- b Washing hands before lunch should be supervised by the mid day assistants.
- c Children should not be left unsupervised in classrooms. If it is necessary for the teacher to leave the whole class, cover should be sought from the nearest teacher or a teaching assistant.
- d. At lunchtime some of the older children may be given permission to allow them to stay inside doing a specific job e.g counting vouchers. They should be working in an 'open area' where that can be supervised by the M.D.A.s, they should not be left in the classroom.
- d Children should be carefully supervised when lining up and moving from one part of the school to another.
- e Children should be encouraged to use the toilets at play/lunchtime and if it is necessary for a child to go out at any other time they should follow the routine established in the class. The teacher should always be aware of any children who are out of the classroom.



## Monitoring behaviour

This is a list of possible signs, which may indicate that a child is having problems particularly if the behaviour is repeated. The teacher should seek advice if the behaviour continues for some time:

- sudden deterioration in a child's standard of work
- restlessness and inability to concentrate
- unprovoked aggression
- Irritability and sulkiness
- delinquent acts, especially stealing personal belongings
- clamouring for teacher's attention
- emergence of speech defect
- excessive day dreaming
- marked fluctuation of moods
- clumsiness and lack of co-ordination
- failure to make and keep friends
- frequent crying or hypersensitivity to criticism
- rocking
- head banging or otherwise hurting themselves
- frequently found on their own, not playing with others
- school refusal

If the teacher feels that a child may be experiencing problems he/she should try to find private times to discuss poor work or different behaviour. By doing so, the child is more likely to discuss the problem and there is less chance of embarrassment.

## School Rules

We aim to keep rules to a minimum but feel they are necessary to ensure effective learning, general safety and regard for others. We feel it is important that the children should understand these rules and the reasons for them. At the beginning of the year each class decides on their 'class rules' and these are then displayed in the classroom.

We aim to keep the rules written in a positive way with the children but as adults we need to be aware that the children must not :-

- run inside the school building
- hurt others by kicking, biting, punching, pushing etc or by forming gangs
- use bad language or name-calling including any racist remarks
- throw objects, sand or water at any body
- shout inside the school buildings
- steal or interfere with another person's property
- play in the corridors, cloakrooms, toilets or other forbidden areas
- talk in assembly or during a fire drill unless asked to do so
- drop litter or be otherwise careless with school or other people's property
- remain inside school without permission.



Following discussions with all classes the following rules have been agreed

**B**e honest and helpful  
**E**veryone take turns and be polite  
**C**are for people and property  
**A**lways try your best  
**L**isten and follow instructions  
**M**ake sure you follow the dress code

## **Procedures, Strategies and Rewards**

### **Rewards for good behaviour and good working may be:**

- Praise by the teacher which may be passed on to the parent either person or through the planner
- Being given a special job to do.
- Public praise either in the classroom or in assembly when given a certificate.
- Showing work to the Head Teacher, another teacher or another class.
- Raffle tickets, these are given out by all staff in the school which turn into 'golden tickets' by the winners.

### **Assessing the situation**

If strategies are to be used to show displeasure certain things must be considered:

- Fairness and consistency are very important in dealing with any incident
- That the severity of the sanction reflects the severity of the offence.
- The frequency of the offence.
- The age and circumstances of the child concerned.

### **Strategies for dealing with unacceptable behaviour**

Sometimes a stern or surprised look is enough while in other circumstances other courses of action are necessary:

- Remind child/children of rules and acceptable behaviour.
- Telling off or sharp rebuke and a spoken or written apology from the child. Threat of punishment if the incident reoccurs.
- Re-group the child in the classroom or suggest alternative children to play with if on the playground.
- Withdraw the child from the immediate situation.
- Set some clear target/s that the child must meet and the teacher will reward or act upon depending on the outcome.



In the classroom situation a class teacher may also use the following strategies:

- Signal interference (shown by look or comment)
- Planned ignoring of attention seeking behaviour.
- Verbal warning.
- Move the child away from the situation.
- Limit the use of space and tools.
- Loss of favoured activities but NOT curriculum activities.
- In the event of continual misdemeanour (not Reception children ) the teacher will start the following :-
  - Use the traffic light system.
  - In extreme cases children will be sent inside to the head or Deputy head .
- Children may, at the discretion of the teacher, write a letter home explaining their behaviour. Parents will be asked to sign and comment.
- Teachers may also write notes informing parents of inappropriate behaviour or telephone if it is felt necessary.

**N.B. All children are returned to 'green' for the next day.**

#### **Playground procedure:**

The following procedure is explained to the children and it is for them to follow when involved in an incident:-

**Walk away from incident                      and                      Go and tell the adult on duty.**  
**Follow the rules of 'KiVA'**

#### **Classroom procedure for a teacher getting support when an incident occurs:**

- If a child is putting others at risk or behaving inappropriately, follow the guidelines for restraint if this is necessary (see guidelines in the Model code of conduct.)
- When appropriate send the child out with another adult or send the child to the Head Teacher with note of explanation.
- Seek assistance from another adult, ideally the nearest teacher but if necessary find out the whereabouts of the teaching assistants and the Head Teacher.
- Consult the Head Teacher later as to any further action e.g. contacting and/or working out strategies with parents.



### **Strategies for dealing with persistent or more serious unacceptable behaviour**

The class teacher should consult the SENCO and Head Teacher to discuss the strategies used with a child whenever appropriate. If, however the unacceptable behaviour persists, a more systematic course of action is required:

- Teacher and parent work together and formulate a course of action that can be successfully implemented at home and at school to ensure continuity and consistency in approach. This could involve a home/school diary in which the parent, teacher and child may write.
- The Head Teacher or Deputy Head will see the child. Serious or repeated incidents or those involving physical injury or damage to property, as well as any incidents that the teacher cannot resolve, should be reported to the Head Teacher and a record of these incidents is kept by the Head Teacher.
- The teacher keeps a diary or timetable of incidents involving the particular child noting behaviour, other persons involved, times, places etc. This may help to show a pattern of behaviour, situations to be avoided and strategies to employ to prevent the incidents happening. This is kept in the red behaviour file.
- Mid Day Assistants may 'shadow' a child/or and report back to the Head Teacher or Deputy Head teacher on duty if there have been any problems.
- If 'shadowing' a child the M.D.A. will also inform the class teacher of any problems.
- Head Teacher / SENCO meets with the parents of the child and discusses the behaviour.
- The Educational Psychologist or other outside agencies are involved, after consultation with the parents.
- Threat of exclusion for part/all of the day issued by the Head Teacher.
- Exclusion of child for a partial day
- Exclusion of child to local school

Reviewed ...May 2016 .....

Chair of Governors ...Andy Mitchell .....Date...May 2016 .....