

Behaviour Policy

New End Primary School

Date Completed: **Autumn Term 2017**

Review Date: **Autumn Term 2018**

Rationale

The purpose of this policy is to:

- Build a positive ethos throughout the school.
- Facilitate everyone's well-being.
- Enable effective learning to take place.
- Provide a framework whereby the school community works together for common aims with respect to discipline and behaviour.

Aims

The aims of this policy are as follows:

- To encourage children to respect and show consideration for other people (whether they know them or not) - their property, beliefs and customs.
- To be a school where children work hard, take an interest in all aspects of school life and feel happy and secure, and have pride in their school.
- To encourage children to think about their behaviour and learn self-control and self-discipline inside and outside the school, whether they are with an adult or not.
- To give children the chance to take responsibility, to make decisions about their work and play.
- To encourage adults to set a good example by treating children politely and fairly so children in turn can learn to be fair and polite themselves.
- To teach children to be honest with themselves and with each other.
- To praise and reward good work and behaviour.
- To involve parents in all parts of school life, including childrens' behaviour.
- To be a school where racism and sexism are not acceptable, in line with the school's Race Equality and Equal Opportunities policies.
- To be a school where all forms of bullying, fighting and aggressive behaviour are not tolerated and are dealt with openly and effectively.
- To encourage children to act calmly and sensibly.
- For all adults working in the school to acquire and maintain high status and authority.

- For adults to accept team responsibility for the conduct and behaviour of children throughout the school, in particular through understanding and agreeing the school's behaviour policies and procedures and applying them consistently.
- For adults to have high expectations of attitude and behaviour, together with continuity.
- For the wider community to think well of New End School and its staff and pupils.

('Adults' includes teaching and non-teaching staff.)

Code of Conduct

To help children manage their own behaviour we need to establish clear boundaries related to acceptable and unacceptable behaviour.

It is essential that the whole school workforce operate this strategy in a highly consistent manner so that children are enabled to develop positive behaviour at all times.

At New End, we promote the following:

- Be respectful
- Be kind
- Be helpful
- Be honest
- Be a good listener
- Try your best
- Share with others

Additionally, to keep each other safe, we:

- Walk inside the school buildings
- Look after and take pride in our school
- Use quiet voices inside all of the school
- Remember our manners

The code of conduct towards the implementation of these aims is as follows:

- The positive ethos is a shared ethos and it is therefore everyone's responsibility to develop it.
- A 'please walk' policy will be promoted.
- A 'please talk quietly' policy will be promoted.
- A 'silence in listening time' policy will be promoted.
- A 'mutual respect' policy will be promoted - respect for people, their space, their time, their possessions, their beliefs and feelings, the environment.
- Any disagreement between adults will be resolved privately, not in front of the children. Adults here include parents/carers as well as members of the school staff.

Classroom Management

All children need to understand The Cloud Stages within their classroom.

Ensuring positive behaviour within the classroom is the responsibility of each teacher with the support of their teaching assistants. It is vital that consistent boundaries are established and reinforced from the first moment a child enters a classroom. *Each child begins the day on the Green Cloud, indicating that expected behaviour is shown by all. If a child's name is moved to Orange, this is a warning to the child and the class that behaviour is causing concern and needs to be specifically improved in order to return to the Green Cloud.*

A calm, respectful atmosphere in a classroom is conducive to effective learning. Teachers and members of the support staff should model positive behaviour at all times by the way they speak and behave to each other and to the children.

A proactive approach to 'nipping in the bud' any low level disruption, at the earliest opportunity, is a key element discovered in all effective classroom environments.

It is also vital that the focus is upon those children who display positive behaviour rather than on negative behaviour.

At the beginning of each term, each class agrees a set of class rules or re-visits the existing ones that the children believe will help them learn most effectively, and which must be displayed for all to see. This will then allow the children, within each class, to take ownership and responsibility for creating a positive working atmosphere.

The class also need to agree (with support from the class teacher) a range of sanctions that will follow if the class rules are broken by individuals. For example:

- Loss of break time
- Missing out on a favoured activity (but not core curriculum work) etc.

Presence on the Orange Cloud will indicate that learning behaviour has been poor and without modification will necessitate being moved to the Red Cloud and time-out applied.

It is also vital that these sanctions are followed very consistently as this will also help to reinforce the boundaries of acceptable behaviour.

Children should know that being placed on the Red Cloud indicates that time-out is necessary and that parents/carers will necessarily be informed that behaviour has resulted in the disruption of the class and its learning.

In most cases, the approach outlined earlier, will result in positive behaviour. Where this has not been achieved, the following steps are to be followed (this only to apply Yr1 – Yr6 as FS have a behaviour management system more appropriate to 4 and 5 year old children):

Stage 1

Removal from the classroom to work with a TA for 10 minutes to reflect upon their behaviour.

Stage 2

The child is removed from the class, with their work, to the year group leader's class. In the case of the child being in a year group leader's class, then the child will go to another year group leader.

The receiving year group leader will decide when it is appropriate to send the child back to their class (*with a TA*).

A record is entered in the class behaviour book, plus the teacher needs to contact the child's parent/carer. If a child has been recorded on the Red Cloud on three occasions during 5 consecutive school days, a meeting should be arranged with the parent so that there is a partnership between home and school to modify the child's behaviour and to inform them that on the fourth occurrence within the next 5 days, the process moves to stage 3.

Stage 3

The child receives a red card and must take this to the Head or Deputy Head.

The child will be asked to discuss their behaviour and why it has been inappropriate. The HT or DHT will then call the child's parent (with the child present) to outline that a red card has been issued and to seek their further support in moderating the child's inappropriate behaviour.

It would need to be made very clear to both the parents and the child that further inappropriate behaviour at Stage 3, may result ultimately in a fixed-term exclusion.

A meeting should be called at this point (Stage 3) so that the school and parents can agree consistent strategies between home and school to aid the child developing positive behaviours whilst at school. There would, at this stage of the process, be daily reporting of classroom/playground behaviour which will continue until the child has completed 5 consecutive school days where learning behaviour is judged good or better.

Methods to de-escalate the process

It is vitally important that the behaviour management strategy gives children the opportunity to modify their behaviour. This needs to be recognised by visible recognition of the child moving back towards the Green Cloud. Children should be aware that they all start each day on the Green Cloud.

Recurring patterns

If a child begins to show a recurring pattern of moving between stages 2 & 3 it may be necessary to move toward a Personal Education Plan. A discussion with the AHT for inclusion would be the appropriate step.

Behaviours where children should immediately be sent to the Headteacher or Deputy Headteacher:

- Physical or verbal violence
- Swearing intentionally to cause offence
- Bullying and intimidating behaviour
- Racist or sexist or homophobic remarks
- Repeated disobedience
- Continued inappropriate behaviour after returning from Time Out

Rewards and Sanctions

Rewards

We believe an important part of a behaviour policy should be the reward of hard work, effort and good behaviour. We see this as important in itself, but also contributing to the elimination of bad behaviour. To this end, weekly 'achievement assemblies' will continue to be held for all children, in manageable phases, where good behaviour and effort by individual children in any area of school life will be highlighted and made known to all children. We regard these assemblies as extremely important in raising the status of good behaviour and rewarding it appropriately. Achievement certificates will also be presented to these children. Focussed achievement assemblies during each term will also reward good punctuality and attendance. Class teachers will be encouraged to develop their own formal reward systems and procedures within the classroom, though there will be flexibility here from class to class in how these are implemented. These procedures may involve further achievement stickers or certificates. There is a 'standard' school letter available, to inform a parent of a child's good behaviour or successes in some aspect of school life.

Sanctions

Sanctions applied to address negative behaviour should be positive. Sanctions will be applied with sensitivity, and will be such that they will not reinforce attention-seeking or aggressive behaviour. Sanctions will be applied consistently, though this does not necessarily mean that two similar negative behaviours will result always in exactly the same sanction being applied. Circumstances and previous experience might dictate otherwise, though fairness will be a major consideration. We do expect, however, all adults to apply discipline and behaviour procedures responsibly and fairly, and training and regular staff meetings will be devoted to ensuring this consistency of approach. Staff will always be made aware of the need for consistency in applying sanctions. Any complaints or concerns expressed by parents or children about the consistency of

application of sanctions will be dealt with respectfully and positively. The system of sanctions will be discussed regularly at School Council meetings.

Sanctions will include an opportunity for children to think about and/or explain how they can change (i.e. provide a route for a positive outcome), through reflection verbally or in writing. Each class will have a class behaviour book, where details of any negative behaviours and sanctions will be recorded, with written details and the date when the negative behaviour occurred. A member of the senior leadership team will peruse each class-based behaviour book and speak to children, giving feedback to the whole class about behaviour as well as to individual children. Details will also be transferred from Behaviour Books to a central termly 'abusive incidents' form and database. Where appropriate, targets to improve behaviour will be set by members of the senior leadership team for individual children or whole classes. As part of these visits to each classroom, class teachers are encouraged to refer children to the member of the senior leadership team. These visits are regarded as extremely important in monitoring behaviour throughout the school and improving it. Behaviour books are also available for use in each of the four playgrounds: south, west, infants, reception.

Initial sanctions should be applied and carried out by the same adult, wherever possible, in line with team responsibility in implementing the aims of the behaviour policy. In occasional more extreme cases, referral to the headteacher or deputy headteacher might need to be immediate. The norm will be for the headteacher/deputy headteacher to become involved initially only in more extreme circumstances.

It is recognised that punishment of whole groups because of the bad behaviour of the few is counter-productive and unfair. It is a policy therefore not to apply such 'blanket' sanctions unless it is warranted. It is very occasionally necessary, however, for a 'favourite' lesson to be stopped because of the negative behaviour of an individual child or a small group of children because to continue the lesson would be dangerous (e.g. a Physical Education lesson).

Interruption of morning, afternoon and lunchtime 'playtime' periods may result from bad behaviour. Normally, supervision will be by the adult who applied the sanction, because this has the greatest effect on the child improving his or her behaviour in the future. It is counter-productive to apply the sanction of a child, during playtime, sitting or standing outside the staffroom and this will be avoided where possible. It is therefore the school's policy that where a teacher wishes a child or a group of children to complete work not completed satisfactorily in lesson time, because of a poor attitude or poor behaviour, then supervision will be direct. Children displaying unacceptable behaviour in the playground and who, in the opinion of the playground supervisor, need to be isolated, will be instructed to stand/sit by a playground wall or instructed to stand/sit just inside or outside the playground door, as appropriate. At playtimes, where a child has lost control and is dangerous to others, a member of the senior leadership team will be sent for. There will always be a member of the senior leadership team available for such incidents during playtimes.

Two standard letters are available to be sent to parents/carers, one to inform them of a child's good behaviour, hard work or success in some aspect of school life and the other to inform the parent of bad behaviour by their child. Copies of these letters are kept in the class-based behaviour folders. Either of these letters can be sent by any teacher (or other adult in the school, in consultation with teaching staff). **At this stage**, parents may well be asked to attend school and speak to a member of the senior leadership team about their child's unacceptable behaviour.

Parents will always be contacted and asked to come into school to speak to the headteacher when bad behaviour is persistent or very serious. As part of this meeting, completed sanction sheets, (parts of) class-based or playground Behaviour books will be shown to the parent, where details of bad behaviour have been recorded.

Class-based sanctions are noted in the previous section.

Children who display persistently disruptive and/or bad behaviour will be put on 'weekly report', so that detailed records of their behaviour in each school-day session will be recorded on the weekly report sheet. At the end of each week, the child and class teacher will sign the weekly report. The weekly report will then be sent home for the parent/carer to peruse and sign, then returned to school to be kept in the child's records. These weekly report sheets will be monitored to assess progress in the child's behaviour.

Further sanctions, when the above avenues have been exhausted, can include a fixed-term exclusion from school (a 'cooling-off' period) or, as a last resort, permanent exclusion. The headteacher will make the decision about an exclusion. Parents will always be informed immediately and will be called into school to see the headteacher.

Exclusions

Only the headteacher (or in the headteacher's absence the deputy headteacher or next senior teacher) can exclude a pupil from school. A decision will be taken only:

- In response to serious breaches of the school's Behaviour and Discipline policy and/or
- If in allowing the pupil to remain in school the education and/or welfare of the pupil or others in school would be seriously harmed.

A permanent exclusion can be given for a first offence, for example involving violence. Before reaching a decision to exclude, the headteacher will:

- Consider all relevant facts and firm evidence
- Allow pupils involved to give their version of events
- Check whether an incident appears to have been provoked by racial or sexual harassment
- If necessary, consult others who will not be involved in any possible statutory review of their decision

The law allows headteachers to exclude a pupil for up to 45 days in a school year. However, individual exclusions will be for the shortest time necessary. In all cases of more than one day's exclusion, work will be set and marked for the pupil.

A decision to exclude a pupil permanently is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed. It is an acknowledgement by the school that it can no longer cope with the pupil.

Procedures of excluding a pupil

When a pupil is excluded either for a fixed term or permanently, the headteacher will notify the parent immediately, by telephone and/or letter, with the details of the exclusion. These details will include:

- The reason for the decision to exclude
- Arrangements to enable the pupil to continue their education
- Parent's rights to state their case to the Governing Body's Discipline Committee
- Who the parents should contact if they wish to state their case
- The parent's rights to see their child's records
- All details of the type of exclusion including relevant dates

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by New End staff to ensure that it reflects practice at New End.

Related Policies : Behaviour Policy
 Working to Eradicate Bullying – School Statement

Appendix 1

Behaviour Management Strategy Summary

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Stages to follow for continuous or immediately serious inappropriate behaviour i.e. requiring Time Out:

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