

EAST FARLEIGH PRIMARY SCHOOL



BEHAVIOUR POLICY

This policy is to provide support for the vision of the school, to provide all round quality education for each child to reach their full potential in a caring environment. This includes having children who are self-disciplined, responsible for their own behaviour and respectful and considerate to others. It offers actions should there be deviation from this, and recognises that children have the right to learn while feeling welcome, safe and happy.

Aims

-  To ensure appropriate behaviour and language throughout the school
-  To prevent bullying
-  To encourage and praise good standards of work and behaviour
-  To ensure everyone understands what is required of them in their behaviour
-  To ensure that everyone in the school works towards maintaining the standards of behaviour required (teaching, non-teaching, parental help, visitors and children)
-  To record and communicate instances of bad behaviour to ensure repeated or patterns of bad behaviour are dealt with
-  To ensure parents are informed and their support engaged
-  To offer equal opportunities in all aspects of school life and recognise the importance of different cultures

Principles

-  Every child has a right to learn but no child has the right to disrupt the learning of others (see Appendix A)
-  Children have rights as individuals: the right to be listened to, to have their say, be treated fairly and be cared for
-  The adults within the school have a responsibility to set the example of behaviour required, to treat all children as individuals, to encourage and praise good behaviour, to work as a team and work to continuously improve strategies to ensure appropriate behaviour
-  Appropriate behaviour is what is said as well as done

Rewards

Positive reinforcement and praise should be used in the first instance with all children, as the majority of children will respond well to encouragement.

There is a House Point system in operation from Year R – 6. Children can be awarded House Points for:

-  Good behaviour
-  Good work
-  Progress
-  Being helpful

-  Manners
-  Meeting a target
-  Making a great effort
-  Showing initiative and enthusiasm

Points can also be given for achievements relating to the Olympic values:

-  Personal Excellence
-  Respect and Friendship
-  Inspiration
-  Determination and courage
-  Equality

Each child in KS2 has a coloured badge to wear. There are two year 6 house captains per House who are chosen by staff for being good role models. They will collect the points from each class on a weekly basis. The House Points are added up weekly and the results are shared with the whole school during celebration assembly on a Friday. The winning name of the House is displayed in the hall for all to see. At the end of each term the overall winning House is rewarded with a non-uniform day. All members of staff, teaching and non-teaching, can award House Points, and should be made aware of this on joining the school.

Further praise can be awarded by showing or telling the Headteacher about examples of good achievement, and recognition stickers can be used. For outstanding achievements Headteacher certificates are sent home in the post.

Each Friday celebratory assembly, children who have produced good work, who have made significant progress or have taken part in an extra-curricular activity share their work or achievements with the rest of the school and are congratulated by everyone with a special certificate.

Any new reward scheme introduced should be applicable to all classes to ensure familiarity as pupils move through the school.

The card system

There is a yellow and red card system in place throughout the school. A yellow card is handed to any child that is seen to be breaking any of the school rules; the yellow card is a warning. If that same child persists with the behaviour, a red card is issued. A red card results in that child missing their next playtime. If 3 red cards are handed out to any one class in a week, the whole class has to miss a playtime. Parents are informed of a red card via a letter from the class teacher (see Appendix B). All members of staff, teaching and non-teaching can issue yellow and red cards, and should be made aware of this on joining the school.

Class teachers should also use Circle Time or PSHE work as an opportunity to discuss behaviour. (See Appendix C)

School Rules

The aim of school rules is to ensure everyone understands what is required of them in their behaviour. Rules should be displayed around the school and in each classroom. They should be discussed within each class to check understanding. This should be done at the beginning of the year so that children understand the teacher's expectations and should be regularly revisited during times such as Circle Time, or PSHE work.

School rules – these Golden rules apply at all time

-  Be kind and helpful
-  Show respect for others
-  Try your best at all times
-  Listen to people
-  Look after the school buildings and grounds
-  Be sensible in and around the school
-  Be good in the playground

At lunchtime

-  Line up quietly with no pushing
-  Have good manners, using please and thank you
-  Keep tables clean and tidy and use the cutlery provided
-  Tidy away own items for both cooked and packed lunch

Logging behaviours at Lunchtime

An 'ABC Behaviour Log' is kept for both Key Stages and is to be used to record the trigger, behaviour and consequence of incidents during the playtimes. The Headteacher monitors the book on a regular basis to identify patterns/trends and follows up any action that is required. Good behaviour is also recorded and shared with the Headteacher.

Discipline

If children behave in an unacceptable way at any time during the school day, then it should be dealt with as soon as possible. This will enable the child to connect the sanction to the action. If the incident is reported subsequently, then it should still be investigated and if required, action taken. It is important that the appropriate action is taken and seen to be taken, in order to demonstrate commitment to the standards of behaviour required.

Responsibility for behaviour and discipline during lesson time is the responsibility of the class teacher. Before school, at play and lunch times, it is the responsibility of the staff on supervision duty. An incident may be observed by a LSA or other adults, or reported by a child. Teachers should feel able to discuss the situations with other staff, including Senior Management or the Headteacher.

Unacceptable behaviour can include the following

-  Behaving in a way that is offensive, upsetting or inconsiderate to others
-  Uses unacceptable language
-  Is dangerous to others, pupils or adults in school

-  Is damaging to the property of school or others
-  Interferes with the learning of others
-  Disregards the rights of others

Stages of Sanctions

No school, however positive or imaginative, can eliminate disciplinary difficulties entirely. Should children not conform to the required ways of behaving, the following sanctions will be applied. Prior to deciding on the sanction the teacher must be sure they have the full details of the situation, talking to all those involved. This is particularly important if the incident was not witnessed by the teacher.

Depending on the severity and frequency of the situation, the course of action the teacher takes must be the appropriate sanction. As an incident occurs, action should be taken and, if repeated, the sanction moves through the stages. It may be that if an incident in isolation is more serious, it is appropriate to begin the action of sanction at a more serious stage, e.g. from 3 onwards.

1. Disapproval

Discussion with teacher, to show disapproval of, and to check understanding of why behaviour was unacceptable. At all stages, if the unacceptable behaviour has impacted on others, the child should be encouraged to apologise.

2. Isolation

Move to a desk or area away from others, encourage to reflect on why behaviour was unacceptable, again, encourage an apology.

3. Loss of Privileges

Children should always be allowed to go to the toilet and have some fresh air, but a part, or all of a play or lunch play time can be withheld, or the child withdrawn from extra-curricular activities. It may be decided to send the child to another class. This level of sanction would most likely result in a red card, which the teacher would fill in an incident form (appendix B). A copy of this should be sent home to the parents / guardians, and a copy kept in the class file of the child's teacher. All communication to the home should have a reply slip to ensure receipt by the parents.

4. Parents Informed

If the type of behaviour continues, or the incident is severe in itself, then the case should be referred to the Headteacher, who should ensure the incident form has been completed. The Headteacher should inform the parents/guardians and ask them to come in and discuss. An Individual Behaviour Plan to encourage positive behaviour may be agreed with input from parents, child and school, and a date set to review. A home/school contact book can be introduced at this stage to record good and bad behaviour at home and at school, as well as progress towards agreed actions.

Any occurrence at Stage 4 or beyond should be recorded and all staff should be informed, including non-teaching staff, and the School Governors made aware.

5. Exclusion

This can be for a fixed term, an agreed period of time or in exceptional circumstances, a permanent exclusion. The guidelines for exclusion are detailed in the DFEE: Guide to the Law. The Headteacher will exclude if in the interests of safety, if it is thought the other children within the school are at risk. Parents will be notified of the reason for exclusion. Before the child is re-admitted to school, a meeting between parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour is not repeated. A written record of the discussion and commitments to the agreed plan, by both the parents and the school will be made. One copy will be kept in the school's records and one sent to the parents/guardians.

Pupils with Additional Educational Needs

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability, must take into account the legislation of the Disability Discrimination Act. The school must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. If this sort of behaviour occurs, parents are informed and a meeting with the class teacher and or member of the senior management team is arranged as soon as possible. It is within the meeting that appropriate and meaningful sanctions are agreed.

For pupils with ASD

All children need to have boundaries and comply with school rules. However, children with an Autism Spectrum Disorder [ASD] experience difficulties with social communication, social interaction and rigidity of thinking/imagination. These difficulties can mean that they misinterpret situations and that they find it difficult to explain their own behaviour and that of others.

There is a need to make reasonable adjustment to support their lack of understanding regarding their behaviour, and to teach what appropriate behaviour is. Staff are to have autism awareness training to ensure that adjustments are made and pupils are not disadvantaged.

School rules need to be presented visually and pupils need to be taught to understand consequences.

Each pupil if required should have a positive behaviour target highlighted on their IEP or within the class provision map, which identifies strategies and rewards to be used to try and achieve this

target. These targets are discussed with the class teacher, SENCo and parents, and are reviewed 3 times a year.

Some rewards will differ from whole class rewards as they will be relevant to the pupil using their special interests, and may be offered more frequently to reinforce appropriate behaviour.

Pupils need to be given access to

-  Time out cards from the lesson
-  Calm area
-  Access to a member of staff to talk about their worries and any incidents (feelings box)
-  Structured activities during break and lunch times if required
-  Access to a structured social skills programme
-  Social stories

Outside trips off the School premises

From time to time the School organises trips off the School premises. If the staff organising such a trip feel the behaviour of a pupil poses a potential health and safety risk, then they shall have the power to exclude that pupil from the trip, or request their parent to accompany them.

Every effort shall be made to provide the excluded pupil with a meaningful activity. If this is not possible, the pupil will be asked to remain at home for the duration of the educational trip, with suitable activities being provided by the school.

Communication of Behaviour policy

All staff, including non-teaching staff, should be made aware of this policy and it should be given to all new staff as part of their Induction Pack.

All parents should be made aware of the policy, in order to engage their support. This will be done through an initial communication to all parents, with summary of the policy. A full copy of the pack will be available on request. The summary will also be included in all future information packs for new parents.

All children should be made aware of the school rules, and the changes within this policy need to be discussed with them. The school council will have opportunities to discuss and revise the school vision.

Outside agencies

Any worries about any pupil should be discussed with the Senior Management / SENCo / Headteacher who may need to liaise with outside agencies for advice. Any outside agency will need information; teachers therefore need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include

-  Educational Psychologist
-  Behaviour Support Service
-  Teacher for Hearing Impaired

-  Teacher for Visually Impaired
-  Speech Therapist
-  Physiotherapist
-  Pre-School Advisor
-  School Nurse
-  Social Services

Appendix A

Guidelines and suggestions

Behaviour – the four R's

Rights, Rules, Routines and Responsibilities for all.

Pupils respond best within a system that is predictable and consistent. A clearly identified framework of rights, rules, routines and responsibilities is an important basis for such a system.

Rights

The basic rights that adults and children both share in the classroom are

-  The right to learn (could add this to our school vision / ethos)
-  The right to feel safe (physically and emotionally)
-  The right to respect and dignity
-  The right that the teacher has to teach

Responsibilities

You can't have rights without responsibilities

-  To consider others (treat others as you would like to be treated)
-  To consider the environment (to take care of your surroundings)
-  To look after the equipment (books, pens, paper etc)
-  Movement in and out of class (children have a right to move around school in a safe, calm manner)

It is vital to connect personal responsibility to the enjoyment of rights. A fundamental goal in classroom management is equipping children to become responsibilities for their own behaviour.

Rules

A guideline for rules

-  Why do we need them?
-  Does everyone know them?
-  Are they reminded on a regular basis?

Rules should be

-  Few in numbers, specific, observable
-  Applicable at all times
-  In the learners' best interest and introduced carefully
-  Negotiated with the class where possible
-  Displayed, referred to and kept alive
-  Communicated to parents

Why have rules? Because in our school, we have the right to be a) Happy and b) Kept safe.

Mrs Smith's Class Rules (referring to behaviour)

1. Follow all adult direction first time
2. Keep hands, feet and objects to yourself

Set expectations of behaviour early on and be consistent, review the volume of voice from day 1:

-  Talk partner voice
-  Class voice
-  Carpet voice
-  Playground voice

Remember you cannot make children behave, but you can give them choices and remind them of the consequences should they choose not to conform at any particular stage.

Routines

All routines from wet play, toileting, furniture moving, activity transitions, working noise, seating plan to attention-getting signals need to be taught, discussed, modelled or role-played and made explicit by stating them as expectations right from the start.

Appendix B

Letter home (copy to be given to parents and a copy for the class teachers file is to be kept)

Dear Parent/Guardian

I would like to inform you that today (insert date),
received a Red card. This is the 1st / 2nd / 3rd / 4th Red card received this term. A Red card was
given today because:

.....
.....
.....

I trust that you will explain the importance of keeping to the school rules, as we have done today.

Here are East Farleigh's Golden School rules:

-  Be kind and helpful
-  Show respect for others
-  Try your best at all times
-  Listen to people
-  Look after the school buildings and grounds
-  Be sensible in and around the school
-  Be good in the playground

Thank you for your support in this.

Yours sincerely,

Class teacher

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Please complete and return to your child's teacher.

I have received the letter from School today concerning the red card.

I would/would not like to make an appointment to see the class teacher to discuss this.

Child's name Class

Signed

Print Name Date

Appendix C: Circle Time

Circle Time is class discussion on a more formal basis when the teacher may ensure that all children have an opportunity to speak and that their contribution is valued. How Circle Time is organised in every class is left to the teacher's discretion but it is important to have Circle Time regularly (i.e., at least once a week) and to limit the time available for discussion to ensure that all participants have time. Circle Time could be used at the end of the day to discuss the progress of a small group of pupils. Issues can be raised naturally but there is also room for set topics at a given time, e.g., behaviour at playtime.

Circle Time has an obvious role to play in the national curriculum as an opportunity for speaking and listening and as fulfilling an essential part of the spiritual and moral development of young people.

Circle Time can provide a forum for discussion of important issues, relationships, equal rights, friendship, freedom, justice and acceptable behaviour.

Circle Time brings together the teacher and the children in an enjoyable atmosphere of co-operation. It will increase self-awareness, awareness of others, listening, trust and co-operation. The activity helps them understand what is important to them and their friends. Children become more able to express their feelings and to encourage greater tolerance.