

Pensby Primary School



Behaviour Policy

Mrs K Brown

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Reviewed by staff

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Policy Statement – Behaviour

Statement of Principle

Discipline and behaviour are essential ingredients of an effective school. The code of behaviour for the school is important as it promotes high personal standards, integrity and tolerance. Good discipline requires the active participation of all teaching and non-teaching staff, children, parents, governors and the wider community. The advantages of good behaviour reach across the whole school and bring benefits to everyone in the school community.

Purpose

At Pensby Primary School we promote the attitudes of self-discipline and responsibility in all children in a stress free environment where the ethos includes a willingness to care for others, a respect for the values and property of others and development of self confidence within individuals, enabling them to value themselves and others.

Aims

1. To develop a calm, purposeful and happy atmosphere where children can grow personally, socially and academically;
2. To place emphasis on the positive aspects of children's behaviour. Rewards and incentives are preferred to sanctions and punishments;
3. To encourage independence and self-discipline so that every child learns to take responsibility for their own behaviour;
4. To be consistent in our approach to discipline across the school;
5. When appropriate to work closely with parents to improve behaviour;
6. Everyone works collectively and with clarity of purpose towards encouraging positive behaviour;
7. Staff follow the agreed procedures for encouraging good behaviour as set out in the detailed policy guidelines.

Summary

Good discipline is the expected norm and children should feel secure and happy in school. They should become increasingly aware of their responsibilities to themselves and to others, with moral and social values being understood and cherished. Staff, parents, governors and the community should work towards these valued goals for the children.

Behaviour policy – policy guidelines

Equal Opportunity

All children should be treated fairly and consistently. There should not be higher levels of expectation for children according to sex, age or nationality.

All problems should be thoroughly investigated before appropriate action is taken. Any incidents where children are the victims of unkindness linked to their race, gender, orientation or disability will be recorded separately and parents informed.

Prevent

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

1. Exploring other cultures and religions and promoting diversity
2. Challenging prejudices and racist comments
3. Developing critical thinking skills and a strong, positive self-identity
4. Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Parental Involvement

The establishment of an effective working partnership between parents and the school is vital.

Teachers should work with parents:

- by meeting with them prior to the child's admission to school and establishing a positive working relationship;
- by listening, and responding to parental observations and views;
- by clearly explaining and justifying their actions;
- by sharing information with them about their child's progress and behaviour at school;
- by agreeing with parents, appropriate action to meet a need;
- by supporting parents when there are particular difficulties;
- by advising parents and providing information regarding help which is available to them e.g. Child and Family Service;

- By arranging suitable transition for pupils as they move through the school.

Raising Awareness of the Behaviour Policy

Pupils, parents, governors and staff all need to be made aware of the Behaviour Policy. This will be achieved through the annual review of the policy which involves all school stakeholders.

Pupil Awareness of the Behaviour Policy

The definitions of unacceptable behaviour have been discussed with the pupils. The views of the School's Council will be recorded regularly in School's Council meetings. Each School's Council representative will be encouraged to seek the views of the children throughout the school on a regular basis. Further awareness of the Behaviour Policy will be raised among the pupils through PSHCE, SEAL, circle time and assemblies as well as through many other areas of the curriculum. At the beginning of every school year, the school rules and class rules are explored through assemblies and focus sessions in class.

Parents/Carers Awareness of the Behaviour Policy

This policy is placed on the school website. Parents and carers are regularly asked for their opinions on how the school operates, including its Behaviour Policy, through questionnaires. Views are considered and amendments made to the policy where necessary.

Behaviour in the classroom, on site and off site

Children, who work slowly, are untidy and or who avoid work tasks, are to be anticipated into the normal cross section of a mainstream class. Class teachers use an assorted armoury of praise, disappointment, rewards, encouragement, and cajolment to promote a positive change for all children and encourage better work rates and focus.

Disruptive, anti social conduct is more serious and rarely arises in the classrooms when the children are presented with interesting, challenging work suitable to their age and aptitude. Disruptive anti social behaviour includes bullying and intimidation, fighting, stealing, truancy, vandalism, insolence, swearing, refusal to follow rules and conduct which causes a danger to the child or others and conduct which disrupts the education of other children.

The above behaviours can happen in the classroom, the playground and off the school premises. The school can and will act to discipline pupils who display disruptive behaviour whether this occurs on or off the school premises.

School rules

The staff and children have agreed the following rules. They underpin the ethos of care and consideration expected in the school.

1. *Treat each other and the school with care and respect*
2. *Listen to adults who help you in school*
3. *Be honest, work hard and say 'I'll try'*
4. *Be careful and sensible moving around the school*
5. *Keep your hands and feet to yourself*

Class rules

At the beginning of each new school year, staff and children discuss and collate their own class rules. These rules are then displayed in the classroom and referred to when appropriate.

Staff and pupils discuss these rules at the beginning of each year and this dialogue teaches the British Value of democracy. In encouraging good behaviour in the school, we encourage the pupils to think and question with respect and then choose actions that reflect the needs of the community and wider community, so promoting British Values further.

Expectations of pupils linked to our school and class rules

The children are expected to:

- not hurt or harm others physically or emotionally;
- be supportive of one another in times of need;
- show kindness towards one another;
- treat one another with respect;
- be polite and considerate to others;
- be prepared to listen to others;
- demonstrate respect for the work and property of others;
- never take anything, which does not belong to them;
- respect and co-operate with adults at all times;
- maintain reasonable volume levels in conversation;
- be silent when required to be so;
- always work to the best of their ability;
- behave in a way, which will ensure their safety and the safety of others;
- move around the school and its grounds safely, sensibly and quietly;
- care for the school building, grounds and the environment beyond;
- tell the teacher if they witness or feel that they are being bullied.

Expectations of School Staff in managing behaviour of pupils

In order to help children work towards meeting these expectations staff should:

- have clearly defined goals, which are known to children and parents;

- be able to justify their actions in the imposition of rules, rewards and sanctions;
- be consistent and fair;
- set high levels of expectations of children's academic and social abilities so that they may experience satisfaction and a sense of achievement;
- promote positive relationships between all members of the school community;
- consult and co-operate with others when appropriate;
- actively listen and show respect for the views of children and parents;
- take appropriate action to help solve a problem immediately;
- provide challenging, exciting and meaningful learning activities for all children, which are matched to their practical needs;
- organise the classroom so that teaching and learning is effective;
- use praise and encouragement whenever possible;
- write constructive comments on children's work to move them forward.

- for lessons and the start of school day employ sensitive grouping of children so that the self-esteem of the less able is not damaged;
- nurture children's growing maturity and self-esteem;
- assess and record children's achievements so that they can be aware of their own progress;
- set clear targets to enable future, identifiable progress;
- provide extra curricular activities, which enable children to develop their particular interests and skills;
- ensure, whenever possible, the safety of all children;
- never resort to physical punishment;
- only physically restrain a child when their own or other child's or adult's safety is at risk;
- set a good example to children in the care of the school environment and beyond;
- consistently enforce rules about care and tidiness of the whole school;
- speak to children; avoid shouting or temper;
- maintain a calm, controlled approach;
- be punctual.

Above all, know the child's needs. Some may need a strong, firm approach. Others will respond to a quiet word.

Minor incidents

Minor incidents are usually quite common. They may include breaking one of the school rules. The class teacher usually reprimands/warns the child causing the minor incident. The reprimand/warning is verbal and will often focus on the positive and try to encourage improvement. If the minor incident is then repeated a further warning may be given (see sanctions section).

Major incidents

Disruptive and anti social behaviour are usually major incidents.

Sometimes a child uncharacteristically causes a major incident. In this case the incident would be handled firmly but with understanding and staff would try to identify why the child behaved out of character and help them so that the behaviour is not repeated.

A first time major incident will be discussed with the child's parents.

Repetition of major incidents requires parents to be continually informed quickly, either by the class teacher, Key Stage leader, Deputy or Headteacher. In these cases the staff and parents may seek the help of behaviour specialists or introduce a behaviour plan for the child.

Reprimands and sanctions

The ethos of the school dictates that the following reprimands should NOT be used at Pensby Primary School.

- Children sent to stand/sit outside classrooms for long periods of time (unless they can be suitably supervised);
- Children repeating work unsupervised in classrooms;
- Children detained after school hours;
- Writing out 'lines';
- Punishments which humiliate children.

Sanctions are used when praise and other positive strategies have not had the desired outcome.

Sanctions

The whole school follows a very clear policy. However, it must be noted that not all incidents can be anticipated and that unusual incidents will be dealt with by staff using their professional judgement.

Sanctions are delivered through a 'warning system' - 3 warnings are given followed by a consequence.

First warnings - these are usually related to the class or school rules. A verbal warning is given to the child e.g. "Bob, I have asked you not to scribble on the window. Scribbling on the windows is not allowed and is breaking our school rule. This is your first warning. I want you to stop that behaviour now".

Second Warnings - if the child repeats the behaviour they are reminded of the first warning and told that a further warning will lead to a sanction e.g. 'Bob, I have just warned you that your behaviour was not acceptable and you are doing it again. If I have to warn you again there will be consequences of your poor behaviour'.

Third warning - If the child repeats the behaviour, the third warning is followed by a sanction. Sanctions are given that are relevant for the incident of warnings the child has received. These sanctions may be:

- Missed playtimes under supervision and with appropriate activities
- Correcting the misdemeanour e.g. rubbing out graffiti
- Completion of work/task or writing letter of apology etc
- O.T.S. (on the spot) reprimand (surprise, disapproval, disappointment) - isolate the child from the misdemeanour
- Reprimand by a. teacher b. Deputy c. Head

- Losing golden time or team/class/individual points

If the minor incident escalates to a major incident, then the child may be sent directly to a member of the Senior Leadership Team for their sanction (see major incidents section).

Each class teacher delivers this warning system in a manner that is suitable for the age of children in the class. There may be subtle pictorial or symbolic images that help younger children to understand this. These images are delivered in such a way that will not seek to cause unease for the children.

Midday staff follow the same process. The following protocols are expected of them to support this:

Give the child a clear warning e.g. "Stop throwing the balls across the hedge. This is your warning".

If the behaviour occurs again a second warning e.g. "This is your second warning. Stop throwing the balls across the hedge. If you do this again, you will be sent inside"

AT THIS POINT THE MDA MUST COMPLETE A BEHAVIOUR SLIP. THIS IS TO BE HANDED TO THE CLASS TEACHER AT THE END OF THE LUNCHTIME

If the behaviour occurs again, SEND the child directly to the Headteacher or the deputy Headteacher with the behaviour slip. Liaison with the class teacher will then be made by the Headteacher or Deputy Headteacher.

If the behaviour is deemed serious, the behaviour slip is immediately filled and the child sent to the Headteacher or Deputy Headteacher with the behaviour slip.

Major incidents

In the event of a major behaviour incident or repeated incidents of very poor behaviour, the following actions may be taken at any time:

- Immediate involvement of the Headteacher or Deputy Headteacher;
- Parental involvement - with teacher, Deputy, Headteacher;
- Contact with the family either through a telephone call or letter;
- Headteacher - exclusion of child, isolation or seclusion of child;
- Governors - to agree type of exclusion.

Major incidents are immediately referred to a member of the senior management team, who is usually the Headteacher. The following actions may be taken.

1. Further structured reward systems and sanctions put into place and monitored on a daily or weekly basis. Parents will always be part of this action;
2. An Individual Behaviour Plan (IBP) may be written;
3. The behaviour support team may be contacted for advice;
4. Possible exclusion/Isolation or seclusion by the Headteacher.

Rewards

Children respond favourably to the use of rewards. Rewards should be given both intrinsically (verbally) and extrinsically (physically). All professionals at Pensby Primary School understand that a balance of intrinsic and extrinsic rewards is essential for children.

Intrinsic rewards

It is good practice and expected that intrinsic rewards are used whenever possible during interaction with the children. Intrinsic rewards are plentiful at Pensby Primary School. All staff use intrinsic rewards as a natural part of their interaction with the children. The positive ethos of the school is founded on these intrinsic structures that the staff utilise. The children respond very positively to these intrinsic rewards and can often be seen adopting these strategies to reward each other. Strategies of intrinsic rewards used are;

1. Smiling
2. Listening
3. Verbalising approval
4. Talking to the child with a positive voice
5. Greeting the children warmly
6. using positive verbal praise in front of others

Extrinsic rewards

Children also need extrinsic rewards. Extrinsic rewards need to reflect the needs of the children and class. Children are extremely proud of their extrinsic rewards and want to 'show' them to their friends, other staff and their families.

It is good practice and expected that extrinsic rewards are used in every classroom. At the beginning of each academic year, the class teacher develops his or her own class reward system (including the children) and develops the best rewards systems. Extrinsic rewards systems can be seen in every class (see Extrinsic rewards strategies below).

Having different extrinsic reward systems in each class means that as the children pass through the school, the systems stay new, fresh and motivating. This individual class system also enables each type of extrinsic reward to reflect the needs of each class and child as they develop through the school.

Extrinsic rewards strategies

There are many extrinsic reward strategies that used by the staff. These are some examples.

- Team points - These are displayed in the classroom so that all the children can see them. The children gain class or team points through good work, behaviour, kindness, thoughtfulness etc. At the end of a certain time period the class or winning team earns a reward.
- Team charts - similar to class and team points.
- Whole school team points - in hall
- The use of stickers to reward good work, behaviour, kindness, thoughtfulness etc
- Stamps and symbols in books used to reward good work, behaviour, kindness, thoughtfulness etc
- Class certificates (of the teachers own design) to reward good work, behaviour, kindness, thoughtfulness etc
- Collection of pebbles, teddies in a jar
- Attendance awards - in hall
- Congratulations post cards - posted to home
- 'star of the week' award in each class

These rewards culminate in whole class rewards - 'golden time' usually on a Friday and other rewards as decided by the class teacher and/or children.

Whole school rewards

- There is a whole school reward system that acknowledges and encourages the universally accepted virtues of 'good' work and behaviour kindness, thoughtfulness etc

The culmination of the whole school rewards is the schools 'celebration' time, which is held on a Friday each week. This celebration assembly is usually led by the Headteacher. The following rewards are given to the children in the assembly, or by the teachers in the classroom at the end of the day.

- Up to 3 children from each class per week are awarded a certificate for good work or behaviour as nominated by their class teacher. The child's work may be shown as their certificate is presented. This is the 'Class Award Certificate' and is presented by the teachers in the classroom at the end of the week.
- 1 child from each class is awarded a Headteachers award certificate for something outstanding that their teacher or other teachers have recognised. This could be anything from displaying thoughtfulness or kindness to being polite to a visitor to overcoming an obstacle. These certificates are presented

to the children then they are displayed in the entrance hall for one week. This is presented in the celebration assembly.

- 1 child is chosen by their classmates to be 'Star of the Week'. Classmates write positive comments about the child they have chosen. The child takes the comments, as well as their certificate home with them.
- Children are also encouraged to bring in their own achievements from outside school - music awards, swimming awards etc. These are also presented in the assembly.

Once a week the whole school gathers to celebrate whole school team points. All the children are in a team. These teams are named after the 4 roads that surround the site - Kentmere, Ashlea, Kylemore and Penmon. Each week the whole school staff can give points to the children for good behaviour. These are collected by the class teachers and in the assembly are added to the previous weeks. Rewards for each team are then given.

Midday Assistant rewards

MDAs should reward good behaviour by giving team points. They do this by completing a Team Point slip, handing it to the child and telling the child to hand it to their class teacher. It is expected that approximately 3 children per day will be given team points by each MDA.

Rewards and incentives in the school have a higher profile than punishments.

Special Education Needs

Able children and children with learning difficulties may behave in a disruptive manner if their work is not matched to their particular needs.

Teachers should:

- plan a differentiated curriculum
- consult with SEN Coordinator to produce behaviour plans
- present challenge
- have high levels of expectation
- show patience and understanding
- deploy resources effectively
- build on positive experiences

Disruptive pupils who show signs of emotional disturbances need careful monitoring. Incidents should be recorded as and when necessary. Where behaviour is judged to be unsafe, either for the child him/herself or for others, staff members may employ appropriate physical intervention. Such occurrences are rare and are recorded using Appendix D (Report of significant incident involving restrictive physical intervention. Headteacher and parents should be consulted frequently so that future action can be agreed. Targets should be set for improved future behaviour. With some children it

may be necessary to differentiate the Behaviour policy and to explain to the other children that some children find conforming difficult and may need —extra chances. In some cases, parents and staff may agree to consult with the Special Educational Needs support services, such as the educational psychologist, school doctor or other services.

Seclusion / Isolation and Exclusion

Pensby Primary does not have any rooms when children are placed in Isolation. In cases when all other behaviour management techniques have not been effective, or in cases that risk Exclusion, the Headteacher will seek wherever possible to seclude the child for a short of period of time. This seclusion usually takes place outside the office areas where the child can be cared for by staff. Parents are informed of this and given the opportunity to discuss the situation. Class teachers may choose to seclude pupils for a period of time, outside the classroom are in the central atrium. Again, this area ensures the child is well supervised.

The Headteacher does have the power to Exclude a child. This is avoided wherever possible.

Malicious Allegations against staff

In the case of an Allegation about a member of staff, the Headteacher (or Chair of Governors in the case of the Headteacher), will inform the Local Authority Designated Officer (LADO) within 24 hours. Any actions will be followed in consultation with the LADO.

Appendix 1 - communication slip for second warning

Child's Name _____

Class _____

I have asked this child to come to you for _____ minutes, because they have had a second warning for their behaviour

Signed _____ date _____

Appendix 2 - letter to parents after third warning

Dear Parent/Guardian,

I am writing to you with some very disappointing information. Unfortunately today, your child _____ has not behaved as expected and has received three warnings for their behaviour.

First warning _____

Second Warning _____

Third warning _____

The staff of the school want to encourage all children to display good behaviour at all times and by working together with families, the children will see that we share this same goal. With this in mind, I would be grateful if you would discuss today's incidents with your child.

If you would like to meet with the class teacher or me to discuss this further, please contact the office to make an appointment.

Yours Sincerely,

Mrs K Brown
Headteacher