

College Road Primary School

Behaviour Policy

1) RATIONALE

Through our statement of intent we wish to provide an environment where all members of the community, both adults and children, are encouraged to care for each other and to show, by example, adherence to a well-defined moral code of behaviour agreed by members of the school community.

2) OUR EXPECTATIONS

We have a long-established code of conduct which clearly defines the behaviour that we wish to maintain. In addition to this we want our pupils to be orderly, well-mannered, polite and respectful in school and in the wider community. We are aware of the good reputation for behaviour that our school has, but realise that this could easily be tainted. When pupils' behaviour goes beyond the limits of what is expected they will be reprimanded and possibly punished. At these times we expect the pupil to admit to and understand what they have done and why it is wrong, to show remorse for their wrongdoing and to apologise to those concerned. An honest admission at these times will be regarded as the first step towards a return to acceptable behaviour.

3) ENCOURAGING APPROPRIATE BEHAVIOUR

It is very important that the emphasis be placed on encouraging good behaviour by ensuring the following:

- We will work closely with parents to help pupils establish regular, punctual attendance and good behaviour patterns. All parties will sign a home/school agreement.
- We will make it clear to pupils that poor behaviour or unexplained absences will not be tolerated and will inform parents when expectations are not met.
- Positive rewards will be used to encourage good behaviour.
- When appropriate, circle time, class council or class discussion outside 'normal' discussion time will be used to discuss issues.
- The underlying cause for continuing poor behaviour will be investigated, the appropriate agencies, and learning mentors will be alerted and action taken to rectify the situation.
- Pupils will be given frequent reminders of what the expectations are for different activities so that effective teaching and learning can take place. eg no talk unless directed to do so during gymnastics lessons; speaking through a chairman during group discussions.

i) Methods of encouraging good behaviour

- Verbal praise

- Stickers
- Showing good work or reporting good behaviour to other members of staff, including the Headteacher
- *House points - Key Stages 2*
- Good Work Assembly - to parents and school
- Certificates
- Parental involvement - a photocopy of good work sent home, or a note / verbal message regarding good / improved behaviour.
- 'Catch-me' tickets, which will be recorded in class and in home/school communications.
- Publishing learning in school newsletters
- *Golden Time may be earned, although Golden Time may not be taken away from children who have not completed homework or read at home. Golden Time activities should be linked to the class topic.*
- *A whole class reward system, decided upon by the class teacher and his/her class, may be set up. Once the children have earned towards their whole class reward, it may not be taken away.*

4) DISCOURAGING INAPPROPRIATE BEHAVIOUR

We recognise that in discouraging inappropriate behaviour, it is the behaviour and not the child that should be labelled. Talking to a child in a negative way eg, "You are badly behaved", "You are a naughty child" is counter - productive. Children lose confidence in their ability to change, internalise the negative image and behave accordingly.

Anti-social behaviour is not always the result of poor parenting, difficult family circumstances or learning difficulties but these can be factors. Some children have the ability to rise above their circumstances, others do not. These factors do not excuse anti-social behaviour but they can be obstacles to changing behaviour. Children model their behaviour on those around them at a very early age. If a child perceives that power is achieved by physical or verbal aggression, it is likely to copy one or both of those behaviours. It is of great importance that these children are provided with an alternative on which to model their behaviour.

i) Methods / Sanctions

- A look!
- Verbal reprimand
- Name to be written on the board. If bad behaviour continues a / will be put next to the name. Up until this point it will be possible for the pupil to have the mark and their name erased by behaving well. Continuing bad behaviour will lead to a X next to the name and a period in 'Make Up'. During this the child must complete a task appropriate to their age that helps the school (eg pencil sharpening, tidying etc). Staff on duty will ensure the slip detailing the inappropriate behaviour is filed. If a child has three 'Make Ups' in a half term a letter will be sent home to their parent. If the child has a second lot of three the parent will be called in and a Personal Support Plan (PSP) started. (see attached)

- Child sent to another member of staff. This will allow the child and the adult time and space to calm down. The member of staff receiving the child should do so with the minimum of fuss and without inquiring into the circumstances. The child should be seated and allowed to complete his / her work. If the child continues to misbehave, the Headteacher should be informed.
- Child sent to Headteacher - this is appropriate for misdemeanours of a serious nature eg refusal to comply with a teacher's instructions or verbal / physical assault of either a pupil or a member of staff. If the member of staff is unable to accompany the child to the Headteacher, a note describing the nature of the incident is very helpful.
- Parental Involvement - Parents should be informed if their child is repeatedly in trouble. It is usually appropriate for the Headteacher to do this.
- Where behaviour is causing a barrier to learning, the learning mentor may work with the child.
- Seclusion during lunch times - this is only appropriate for misbehaviour at lunchtime.
- Short term periods of seclusion within school where the pupil will be taught in isolation.
- Temporary exclusion from school.
- Temporary seclusion within school.
- Permanent exclusion from school.

5) SPECIAL NEEDS

If a child's behaviour is giving you particular cause for concern, liaise with the INCO. It may then be appropriate to take some special action to monitor the behaviour and develop a behaviour modification programme.

6) BULLYING

The DfE states that bullying is:

'deliberate hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves. It is of three main types:

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories, exclusion from social group, malicious rumours'

In dealing with bullying we need to look at these stages:

i) Awareness Raising

Pupils, parents and staff need to be aware of what is bullying. With pupils, this will be done through PSME lessons and assemblies. With parents, through the newsletter and with staff in staff meetings and training sessions.

ii) *Implementation*

Any alleged incident must be taken seriously. Details of the incident, pupils involved, witnesses and location must be recorded and investigated.

If there is evidence of bullying behaviour parents should be informed. Sanctions will be enforced in line with the behaviour policy. Fixed term or permanent exclusion may be necessary in severe cases or persistent bullying.

iii) *Monitoring*

Clear records should be kept and given to the Headteacher who will monitor the situation and keep a record of reported incidents.

For further information, please refer to our 'Anti-Bullying' policy.

7) SUPERVISION OF PUPILS

Whilst we recognise that the majority of our pupils can be relied upon to behave within our expectations at all times a minority find it difficult to resist an opportunity to misbehave. These opportunities arise most often where supervision is at a low level. The playground, corridor, cloakroom and toilets are all supervised less intensively than the classrooms. Staff should be aware of this and should maintain a watchful oversight when moving around the school.

A high level of vigilance should be maintained by staff on playground duty. They should position themselves so that as large an area as possible can be scanned. Blind spots should be checked. Numbers of pupils going into the building should be monitored via the distribution of coloured bands and the cloakroom and toilet checked on occasions. At the end of teaching sessions teachers should arrange for their class to be walked to the playground, ensuring that the duty staff member is present to supervise the children outside. At the end of a break the class should be collected promptly from the playground. Teaching Assistants working with the class should be in the classroom, ready to receive the pupils and maintain good order. Where the teacher is unavailable to collect the class the TA should deputise for them.

8) *Alternative Play*

Alternative Play is a provision to meet the needs of individual children. It supports children who find the playground a difficult place to be for various reasons including, but not limited to children with sensory difficulties, a quiet place for children who are not being safe on the playground or even a place to develop social skills and turn taking. The Senior Leadership Team will create a timetable each term. Children who are not on the timetable may from time to time benefit from attending Alternative Play. The decision will be taken by a member of the Senior Leadership Team as to whether such children can attend.

9) DO's and DON'T's FOR IMPLEMENTING THE BEHAVIOUR POLICY

i) DO :

- be consistent,
- make targets achievable,

- respect pupils and treat them accordingly,
- seek advice from colleagues,
- end a reprimand in a positive way, eg "I know that you can change your behaviour because you're a sensible person",
- be prepared to negotiate with the child, eg "tell me why you are finding it difficult to finish your work and I'll see if I can change things to help you".
- consider reasons for the behaviour eg boredom, frustration, inability to cope with work, feelings of social alienation,
- be prepared to admit you were in the wrong.

ii) **DON'T :**

- be confrontational - avoid win / lose situations,
- shout,
- be aggressive,
- nag,
- bear grudges,
- lose your temper,
- punish a whole class when only an individual or a group of children is responsible,
- label children in a negative way,
- treat children differently because of their gender,
- follow children if they run away from you (if a child runs out of school, inform the Headteacher).

If I follow the above, how do I reprimand a child?

Speak in a calm but assertive manner and (whenever possible) speak to the child on his / her own.

Some examples

- "I will not accept your behaviour in the classroom - what are you going to do about it?"
- "If you don't stop talking whilst I'm talking I shall move you."
- "Stop what you are doing now and tell me why you are behaving like that."
- "Look how upset Fred is. Did you really want to hurt him in that way? Do you still think you did the right thing? What should you have done?"

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