

OLD CHURCH C.E. PRIMARY SCHOOL
CURRICULUM POLICY FOR BEHAVIOUR
REVIEWED 4th June 2015

Introduction

The purpose of this policy is to outline the nature and positive management of behaviour at Old Church School. The Behaviour policy reflects the consensus of opinion of the whole teaching staff, teaching assistants, Governors, lunchtime supervisors, parents and pupils. It has been drawn up as a result of both formal and informal meetings of all concerned. Linked very closely to the Behaviour policy are the PSHCE, Safeguarding procedures and Anti-Bullying policies, along with the school's curriculum framework.

The implementation of this policy is the responsibility of all those concerned with Old Church School. All those involved in the life of the school have the responsibility of ensuring good behaviour throughout all areas of the school, during lessons, transition times, lunchtimes and on the playground. This includes all staff, teaching and non-teaching, governors, lunchtime supervisors, apprentices and parent helpers. We are aware that we share the responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

Inclusion and the Behaviour policy

At Old Church we promote positive behaviour, whatever an individual's ability and needs, supporting our school's responsibility to provide a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with English as an additional language.

Disability and the Behaviour policy

All the purchasing of resources, alterations to teaching environments and the school premises will take into account all pupils including those with disabilities.

Behaviour Policy Principles

- Most pupils learn best in a calm, organised and structured environment.
- This can be achieved when expectations of work and behaviour are high and their consequences made explicit and applied **consistently**.
- Pupils learn more successfully and their self-esteem is enhanced with praise, reward and celebration.
- Pupils' self-esteem and emotional wellbeing are repeatedly promoted and pupils are helped to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community.

Behaviour Policy Aims

- To ensure that every member of the school community feels safe, valued and respected and that each person is treated fairly and well
- To ensure the safety, security and happiness of all the pupils in our care and to safeguard their environment
- To define and encourage high standards of behaviour leading to increasing independence and self-discipline
- To teach an understanding of what constitutes appropriate and acceptable conduct
- To establish systems which deal effectively with unacceptable and inappropriate behaviour
- To have a consistent approach to behaviour throughout the school with parental support and involvement
- To acknowledge that the maintaining of good behaviour within school is a **shared** staff responsibility, also requiring parental support and involvement.
- To provide experiences and consistent reward systems which recognises positive behaviour and encourages the development of self-discipline
- To teach all pupils that actions and choices have consequences
- To encourage pupils to value the school environment and to respect its property and that of others in school

Strategies for Promoting Good Behaviour

Positive reinforcement of good behaviour in the form of praise and encouragement is preferable to sanctions.

- Staff will provide models of good behaviour, using respectful and positive language
- Good and appropriate behaviour will be encouraged, praised, reinforced and rewarded
- Expectations will be made clear and consistent throughout school. Consistency will be ensured with staff meeting at the start of each academic year to revise school rules and expectations
- Disagreements between children will be thoroughly and fairly analysed and resolved
- Pupils will be deterred and diverted from unacceptable and inappropriate conduct and use of negative language
- Parents are expected to complete and sign the Admissions Booklet once their child enters Reception. This states the school rules and outlines behaviour policy expectations
- Pupils will be involved in devising their own Agreed Class Rules Booklet at the beginning of each academic year. This will be supported by photographs modelling the expected behaviour, these will then be referred to by the whole class and when is necessary throughout the year.

In addition:

Good to be Green, Great to be Gold - This system is used from Y1 as a way of helping children distinguish between acceptable and unacceptable behaviour. Displays can be found in each area/classroom.

The Rainbow - This is a more age appropriate version of Good to be Green, Great to be Gold system and is used in Foundation stage. This strategy encourages children to identify acceptable behaviours in school. Interactive displays can be found in the Foundation Stage.

- There is a whole school periodic focus on elements of behaviour and the school Rainbow Rules, which are identified as needing improvement. During this period additional house points will be awarded to children who are consistently following the rules.
- Bullying will not be tolerated and all reported incidents will be taken seriously. All cases of two or more incidents will be recorded on a Bullying Incident Record and given to the Behaviour Co-ordinator. Any incident of bullying will also be logged in the head teacher's book.
- Support and reassurance will be offered to the victim and the bully will be helped to recognise their unsociable behaviour and offered support to modify it.

Our Reward Systems

Whole School

- **Stickers** - these are used throughout the school as a form of instant reward e.g. Partners of the Day in RWI
- **House Points** - House points can be awarded by all adults and lunchtime supervisors in school
- **Attendance** - There are incentives offered by the head teacher to pupils whose attendance is 100% and names are picked from a box (£100 & £50)
- **Tea with Miss Clacy** - Children are selected and allowed to invite their parents and share tea and cakes with Miss Clacy
- **Golden Table Award** - This award is nominated by staff working in the school kitchen and hall during lunchtimes. This can be awarded for any display of good manners, good sharing, good eating etc. For a week the selected pupil and a friend of their choice, can eat their lunch at The Golden Table
- **Weekly Whole school Assembly** - This time is used to mark the achievements of children from each class. Examples of academic efforts, exemplary learning, behaviour and attitude will all be applauded. Awards include Star of the Week, Playground Pupil of the Week, Golden Table Award, Attendance Bear (KS1) and Trophy (KS2), House Points Trophy

Key Stage 1

- **Smiley faces** - Children are awarded a 'smiley face' for anything positive an adult spots a pupil demonstrating. These are recorded on a chart in class and once 5 smiley faces have been achieved a certificate is awarded during Key Stage One Weekly Celebration Assembly
- **Golden Time** - On a Friday afternoon children who have not been in the red circle within the Good to be Green, Great to be Gold system, will have 20mins extra playtime
- **Key Stage 1 Weekly Celebration Assemblies** - Wonderful Work, Good Behaviour and Smiley Face certificates are awarded.

Key Stage 2

- **Key Stage 2 Weekly Celebration Assemblies** - pen licenses are awarded. Pupils are encouraged share their achievements, academic or otherwise.

Each term children recorded in the Gold Book for excellent behaviour will be rewarded for following the school 'Rainbow Rules' consistently. This reward may take a variety of forms e.g. a movie afternoon with popcorn.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished
- It is important that the sanction is not out of proportion to the offence

Strategies for Managing Inappropriate Behaviour

- Staff will be explicit in their refusal to accept inappropriate behaviour
- Required and appropriate behaviours will be explained and exemplified
- Teachers have statutory authority to discipline pupils' whose behaviour is less than is expected. If behaviour is unacceptable, pupils break the school rules and/or fail to follow reasonable instruction staff can impose a punishment upon the child.
Please see Appendix 1.
- Teachers also have the power to punish pupils for not practicing good behaviour outside of the school gates ' to such an extent as is reasonable'.
Please see Appendix 2.
- Teachers are allowed to confiscate articles that are not allowed in school e.g. mobile phones. If staff confiscate an item it must be placed in an envelope with their names on it, time and date and the member of staff who confiscated it. This is then passed to the head teacher to return to the pupil and their parent/carer at the end of the day.
- Students will only be searched without consent if there is a risk of injury/harm to them or others. There would always be another member of staff present.
- All staff will avoid physical contact wherever possible. Pupils will not be restrained unless there are no other options left in preventing injury or harm, significant damage to property or the ability to maintain good discipline and order in the classroom.
Please see Appendix 3.

Consequences

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep the mark. For a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate a pupil. It is crucial in helping to shape acceptable behaviour that children are clear what it is was that was unacceptable, and what they should have chosen to do instead.

For consequences to be effective, and a helpful tool in teaching pupils how to behave, they are presented to pupils as a choice.

First incident of misbehaviour	Body language/Eye contact
Second incident of misbehaviour	A calm descriptive explanation as to why their behaviour was not acceptable, reinforcing the rule that was broken
Third incident of misbehaviour	Move away from the group/partner they are working with. Child is moved to Orange Circle. Y5/6-Child is sent to work with another member of staff for 10mins
If a child is still looking unsettled at this point try to send them to the wet area/quiet room in order to give them an opportunity to calm down and 're-start' their day. The child should be encouraged to re-join their class at a suitable time.	
Fourth incident of misbehaviour	Child is moved to Red = 10 minutes loss of playtime at lunchtime/Golden Time. The child must complete a behaviour self-reflection sheet (for those children for whom the written version is not appropriate the form should be completed verbally with an appropriate person).
Junior pupils maybe assigned to work at the Earn the Right table. Parents will be informed by the teacher employing this strategy.	
Extreme physical /verbal misbehaviour	Child is sent to the Head teacher's office, parents will be called and the rule that was broken will be detailed. A Behaviour Incident Record will be completed and logged in the Head teacher's behaviour book. This may be followed with an IBMP, if deemed necessary.

Severe Misbehaviour

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the Head teacher. The decision will be taken when a child's behaviour;

- is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
- involves serious, actual or threatened violence against another pupil or member of staff
- puts himself/herself, other pupils, members of staff or the wider community at risk if harm or injury

In such cases the parents will be informed as soon as possible.

'Earn the Right' strategy (To be employed for KS2 children only)

A child who is behaving in a way that seriously stops their own learning and that of others has to earn the right to be back in the classroom. By undertaking the following procedures we will ensure that they are:-

- attending school
 - in a safe environment
 - are learning
 - HOWEVER, *all* adults are then giving *their attention* to the children who follow school rules.
1. Class Teacher will phone parents and explain that their child has been placed on the Earn the Right table and that they will have to drop off and collect their child from the main office each day.
 2. 5 or 10 mins before the class comes in to school ***** see their class teacher who gives 5 pieces of work to be completed in the 5 school sessions.
 3. They have to then leave the area and do not have contact with their peers or year teachers for the rest of the day.
 4. The child will be in a separate area and needs to complete the given tasks, if finished will need to simply read a guided text.
 5. If they complete each task in a session and have not made any disturbance they gain 1 star.
 6. The same procedure starts again the following day but with the class teacher acknowledging the number of stars gained.
 7. When ***** gain 5 stars they have earned the right to be back in the classroom.
 8. If once back in the classroom they misbehave and stop the learning environment they start the procedure again but this time they need to complete 2 sessions to get 1 star, therefore making it harder to earn the right to be back in the classroom.

With this idea we are not giving the 'status' of exclusion, we are ensuring they have to come to school, properly attired. By completing the given work they are continuing their learning, they are not receiving attention of any sort except at the start of the day, on our terms. By using this strategy we hope pupils will find it extremely boring and realize that they are better off following the rules like the rest of the peer group.

Use of IBMP and /or involvement with other agencies

- Wherever behaviour is a constant cause for concern, the pupils will be referred to the Behaviour Co-ordinator and SENCO. A Pen Portrait will be produced, in conjunction with the pupil, which will allow staff to identify the individual's triggers for inappropriate behaviour and strategies which allow them to calm down and begin to behave in an acceptable manner.
- The parents will be invited into school to discuss the concerns about their child's behaviour and discuss how best to proceed.
- An individual behaviour management plan (IBMP) may be set up which will reflect appropriate achievable targets, specific to the needs of the child. It will also contain the agreed appropriate strategies for dealing with the child in helping him/her achieve the targets. This will be monitored by the Behaviour Co-ordinator/SENCO/Head teacher.
- Outside agencies will be involved such as Educational Psychologists and Integrated Behaviour Support Services. They will offer practical support and advice on strategies that can be used to help support the child within the school setting.
- At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parent's consent.
- In exceptional cases, there may be times when all the support given does not work, and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school, or have a managed move to a more suitable setting.

Fixed -Term and permanent exclusions

- Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher (or the acting head teacher) to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher (or the acting head teacher) excludes a pupil they must inform the parents immediately and giving an explanation for the exclusion.
- Pupils whose behaviour at lunchtime is disruptive may also be excluded from the school during lunchtimes. The legal requirement is that the head teacher must notify parents. Lunchtime exclusions are counted as half a school day for statistical purposes.
- Pupils' behaviour outside school can be considered as grounds for exclusion.

Please see Appendix 4 & 5.

Playtimes

Children whose behaviour is deemed to be inappropriate, dangerous, confrontational, provocative or uncooperative will be:

- Given a verbal warning
- On repetition or if severe, the child will be asked to stand next to the person on duty to take time out to calm down and reflect

Managing behaviour at lunchtime

Lunchtime Supervisors are encouraged to promote positive behaviour during lunchtime by using the following rewards;

- Use of verbal praise to encourage and develop the engagement in positive behaviours
- Distributing house points

However when children choose to break the rules Lunchtime Supervisors will use the following consequences;

1. Use non-verbal communication such as body language/eye contact whenever possible (i.e. shake of the head)
2. Give an informal verbal warning that reminds the child that they are choosing to break the rule (say which one) and that if they persist they will get an orange warning card.
3. The child is given an orange warning card. This means that the child has 5 minutes time out in the playground.
4. If the misbehaviour persists the child is given a red card and sent into the head teacher.
5. They are required to complete a behaviour self-reflection sheet which is sent back with the child to the class teacher.

Reporting and Recording

- Inform the Head teacher of any incident involving racial abuse
- Racial Incident Reports will be completed as necessary by the Head teacher
- Inform the Head teacher of any homophobic incidents
- An Exclusion Report is kept and examined at each termly meeting of the full Governing Body.
- The Governing Body's Discipline Committee will monitor the use and application of exclusion within the school.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Behaviour Co-ordinator so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

This policy operates in conjunction with the following policies

SEND & Inclusion, Anti-Bullying Policy, Child Protection, PSHCE, Safeguarding children procedures, Complaints