

## INTRODUCTION

This Behaviour Policy is intended to help maintain good behaviour and discipline throughout the school. It replaces previous behaviour policies within the school and should be read in conjunction with other school policies in particular:

Anti-Bullying Policy

Physical Intervention Policy

SEND Policy

Child Protection Policy

Without an orderly atmosphere effective teaching and learning cannot take place. We want everyone who enters our school to feel respected and valued during the time they spend here. The role of the school goes beyond simply maintaining order, important as that is. We play a vital part in promoting the spiritual, cultural, moral, social, mental and physical development of children. The ethos of the school has a clear understanding of the values which matter within the school and in the community around it. Our 5C values also form the basis for our school rules.

It is important that we assist children to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the community around them.

We believe a partnership between home and school is vital in ensuring that we provide the very best education, environment and example for each child. Teachers along with parents have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.

This policy is written to encourage the development of a 'whole school' approach to managing behaviour and should be clearly understood by pupils, parents, teachers, all support staff and all voluntary helpers in school.

Our aim is to ensure that there is consistency of approach throughout the whole school towards the management of children's behaviour.

The school policy reflects the consensus of opinion of the whole staff. It has been drawn up as a result of staff discussion and has full agreement of the Governing Body.

The implementation of this policy is the responsibility of the whole school staff.

It will be available to staff, governors and parents via the school website and annual reminders of its existence will be given in school newsletters.

Agreed strategies will set out to address general behaviour in relation to identified key issues at any time. It is important to remember that, for some children, specific strategies in relation to individual behaviour, will need to be adopted. For these particular children we shall operate modified programmes, working closely with the Teaching and Learning Centres who provide an Emotional and Behavioural Difficulties Support Service.

We believe in positive management with rewards for acceptable behaviour.

Anti-social behaviour will not be tolerated. Such behaviour, however, may be related to a combination of factors. Therefore we shall work closely with parents, so that consistent strategies can also be adopted at home, providing continuity.

### **Implementation**

As adults we have a vital part to play as role models.

We do this through: 1

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- demonstrating good manners
- practicing good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and demeanour and the messages it gives.

We have school-wide general expectations that all children and adults will:

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

### **Our 5C SCHOOL RULES**



- |               |   |  |
|---------------|---|--|
| Caring        | - | for each other and their school  |
| Courteous     | - | towards everyone   |
| Conscientious | - | at all times   |
| Considerate   | - | to others in everything they do  |
| Co-operative  | - | the success of our whole Community is based on us all learning to work together to create a high quality learning environment. |

At the beginning of each academic year each class establishes its own class rules with the children based around the 5C school rules. These are then displayed in the classroom.

### **Appreciation of Good behaviour and work**

We are careful to recognise all achievements made by the children. These may include a curriculum area, effort, attitude, being a good friend etc. We celebrate achievement in the following ways.

1. Nonverbal reinforcement, such as eye contact, smiling, nodding.
2. Verbal praise of good behaviour both in and out of the classroom.
3. Wow assembly – special mentions
4. House points leading to Bronze (25+), Silver (50+), and Gold(75+) certificates. Upon completing a gold award a child will receive the certificate in the end of term award assembly. The house point count will be reset on a termly basis.
5. Particularly good work may be shared with the Headteacher at the discretion of the class teacher when a Headteacher special sticker may be presented.
6. Usually on a weekly basis a wow assembly will celebrate the achievements of children (classes taken in turns). Children will share work with the school which has been completed to an appropriately high standard for the individual child and a wow sticker reward will be presented.
7. Staff will nominate children for a 5C award for children consistently demonstrating behaviour in line with the values of the school's 5Cs. These will be awarded in a wow assembly and a corresponding pin badge presented.

An end of term awards assembly will celebrate class academic and creative achievement over the term, children are nominated by the class teacher. An overall KS1 and KS2 academic and creative award will also be presented. In addition a sporting and special recognition (Mrs Morriss award) will also be presented along with attendance awards. The House Cup will be presented to the house with the most house points gained. Children who gain 75+ house points or more will receive a gold certificate during the end of term award assembly.

In addition to the above, each class may organise other rewards, such as class treats for sustained periods of good effort and behaviour.

### **Demonstrating Responsibility**

Within each class, children are appointed to carry out certain jobs, and responsibilities are increased according to the age and ability of the child.

Children in Year 6 are allocated the most responsible 'whole school' tasks. These jobs include, for example, looking after younger children at pre-arranged times, arranging the hall for assembly, recording the bus register. Children elect their own class Council Representatives to discuss matters of particular concern to them. Year 6 children may

become involved in decisions about charities being supported and arranging some of their own fund-raising.

### **SEND and other vulnerable pupils. (View in conjunction with SEND policy and anti-bullying policy).**

There are a number of reasons why pupils with SEND, and other vulnerable pupils may behave inappropriately. It may be that they do not have the cognitive, physical, or social and emotional competences necessary to understand and follow a school rule. They may not understand an instruction because, for example, they have a hearing or speech and language impairment. They may not, as with a child who has severe learning difficulties, have reached a developmental stage where they are capable of comprehending something as abstract as a general rule. They may have attention difficulties that mean they cannot sit still for long periods, and so be unable to comply with requirements to sit still in an assembly or whilst listening to a story. These situations will be dealt with on an individual basis.

Inappropriate behaviour may also be that despite the pupil having the necessary competences, and the right incentives to use them are in place, they are experiencing such stress that they are temporarily unable to make rational choices. Examples include a pupil:

- . Who has been abused, lives in a household where there is domestic violence
- . Who is worried about a sick parent, has experienced a bereavement
- . Who is being bullied (see anti-bullying policy for further information)
- . Whose parents are in the process of an acrimonious separation or divorce
- . Who is repeatedly teased because of a disability.

Alternative provision may be made for these children who will have an individual behaviour plan to ensure consistency in our approach to them as individuals.

### **The Environment**

The overall appearance of a school, both inside and out, helps to create the atmosphere for everyone working in the school. A sense of ownership and pride in the school has a positive effect on behaviour.

Staff recognise the importance of providing attractive and informative displays which reflect the work which goes on in school.

Children are encouraged to care for the environment and take pride in the appearance of their classrooms. The 'Tidy Cup' is awarded weekly to the class making the most effort in classroom and corridor or for looking after the school, equipment and maintaining a tidy environment.

### **Procedures for Monitoring and Assisting Behaviour**

On occasions a child's behaviour may come within the unacceptable band either through a build-up of inappropriate actions or one major incident. Certain behaviours may necessitate a swifter course of action, particularly when a child has become extremely distressed or is behaving in a violent way towards children or adults.

All incidents of misbehaviour need to be dealt with in accordance with this policy – no one should walk by an incident regardless of how small. Only through consistent and full application of this policy will it be effective.

When misbehaviour takes place/rules are broken we always try to identify and correct the individual concerned, although this is not always possible and groups/ classes/ the whole school may at times have to be dealt with collectively. The responsibility of the individual within the group is emphasised.

If a child has a legitimate point of view to express when being instructed by an adult they must use appropriate means to express it - by commenting when the situation has ended later; by using appropriate forms of language - “excuse me...”; by not using inappropriate gestures etc.

If the adult in charge/ supervising the children is facing a control problem, e.g. moving children to safety in an emergency, children should conform without question to enable the problem to be resolved.

**Adults who are dealing with discipline issues will always give children the opportunity to express their view or version of what occurred before a decision about subsequent action is taken.**

Most misdemeanours are of a minor nature and quickly and effectively dealt with by the member of staff present at the time.

If the matter is not resolved or if a child is injured or property damaged, then the member of staff may wish to take the matter further and notify a senior leader, Assistant Head or the Headteacher.

## **Sanctions**

The usual procedure for sanctions will take the form of:

1. An expression of disappointment is often very effective in the first instance. The required behaviour demonstrated or verbal reminders of behaviour expectations.
2. Verbal reprimand to varying degrees depending on severity. The child is reminded that they are breaking a rule.
3. If the child continues, initials (or name) are written on the board.
4. If the child still continues, a tick or mark is put against the name.
5. If a second tick or mark (third visual warning) is put against the name, then the child will have time for reflection while supervised by an adult over a period of two breaks. A consequence card will record the misbehaviour of the child which will also be recorded in the reflection folder.
6. When a child has reflection time on three separate occasions over a half term period then parents will be informed.
7. This procedure lasts for each school day, after each school day, there is a clean slate.

A child can proceed straight to time in reflection if behaviour is considered to be unacceptable. It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

The usual system for issuing warnings and sanctions is explained above however sanctions may take a variety of forms and may include one or a combination of the following examples: (Adults need to take care that children are not humiliated.)

Tactical ignoring of attention seekers.

Separate children causing the problem.

Loss of privileges - e.g. playtime free time/ work to be completed at home.

Children missing their playtime in a supervised area.

Time to complete class or homework not completed on time.

In the event of persistent misbehaviour parents are informed and involved and where 3 periods in reflection have occurred over a half term period.

We will use the school hierarchy to raise the level of concern if behaviour persists: children may be referred to a senior teacher, the assistant headteacher or headteacher.

In the first instance the adult present at the time of any incident will deal with the matter and inform the child's class teacher.

The child's class teacher has key responsibility for children in their class and will need to be informed of any incident to ensure they maintain an overview of any patterns that may be emerging.

The class teacher will refer to others for advice and support as required: e.g. SENDCO, colleague, member of leadership team. The class teacher will use their professional judgement in deciding who to involve.

The class teacher/Headteacher will liaise with the parents in accordance with this policy.

Other sanctions at the discretion of Headteacher and /or as a result of discussions: i.e. regular meetings with class teacher and or parents, behaviour book/card, on daily report, written communication with parents.

Missing games PE or swimming where a child has behaved in a dangerous way during these activities; this sanction is not used as a punishment for other misdemeanours.

Missing educational visits and/or events where the school is being represented such as sporting fixtures, if a child's continued behaviour has been such that he/she cannot be relied on to behave in a responsible and safe way.

If a child is having to be reprimanded repeatedly (i.e. where 3 periods in reflection have occurred over a half term period) then the issue needs to be escalated as above.

The Headteacher may in extreme cases exclude the child from school for either a fixed or permanent period, following the procedure set out in DFEE 20/94, and in LEA guidance. The Chair of Governors and LA will be notified of any exclusion.

### **Physical Restraint**

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with Lincolnshire County Council's guidelines and the school's physical intervention policy.

### **Playground/Lunch Time issues**

Members of staff must be vigilant to misbehaviour in school and on the playground especially that which causes upset since this type of behaviour may not be so evident. There are additional concerns due to the great risk created by the numbers of children often moving quickly and the risk posed by the physical boundaries. Children may need to be reminded if their play is becoming too rough, or if equipment is not used safely.

In the event of misbehaviour members of staff should apply the same strategies as above. In addition it may be necessary to send in a child to a senior member of staff or the headteacher. Staff use a yellow and red card system to provide warnings and signal where behaviour is unacceptable. Two yellow cards being issued during a single play/lunch time will result in a child having time in supervised reflection. Some behaviour may be considered extreme enough for a child to be asked to spend time reflecting without further warnings and a red card be given straight away. Examples of yellow and red card behaviours are given below although this is not an exhaustive list.

<b>Sanction</b>	<b>Example misbehaviour</b>
<b>Yellow Card</b>	<ul style="list-style-type: none"><li>• A minor offense which causes harm to another<ul style="list-style-type: none"><li>– pulling hair, pushing, being rough, persistent rough play</li></ul></li><li>• Minor name calling which causes upset</li><li>• Spoiling other children's games</li><li>• Deliberate misuse of equipment</li><li>• Persistent disregard to simple instructions</li><li>• With the yellow card warning restorative discussion should also take place with the child as well as explanation of the desired behaviour to be seen.</li></ul>
<b>Red Card</b>	<ul style="list-style-type: none"><li>• Deliberately hurting another child – kicking, punching, biting</li><li>• Extreme offensive language directed at children or staff</li><li>• Any form of disrespect directed to a member of staff (answering back, refusal to comply, name calling)</li><li>• Any form of racial, homophobic or xenophobic discrimination</li><li>• Two yellow cards or the issuing of a red card will require the child to have time for reflection in the same way as when it is needed for classroom</li></ul>

	behaviour. The cards will form part of the written record along with the written summary in the behaviour record.
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### **Detention and Confiscation**

On rare occasions it may be appropriate for a member of staff to confiscate an item that a child has brought into school. Items that are deemed to be potentially harmful, pose a threat or distraction to others or are a health and safety risk may be removed. For example; a mobile phone or a very large piece of jewellery. The item may be taken until the end of the day where it will then be returned to the child and a reason for confiscation explained to parent/carer/guardian.

On such occasions children may be asked to empty their pockets/bags or their bags/lockers may be searched.

Children will not be detained for poor behaviour outside school hours. The use of quiet reflection over break periods is used in school where a child may be asked to provide written reflection evidence about their behaviour or complete work tasks.

### **Discipline off the school site.**

During educational visits children are expected to adhere to the School Rules, as they would in school. The school expects a high standard of behaviour to be displayed. Pupils who misbehave will have the same sanctions imposed as described above.

At the end of the school day the class teacher waits to ensure that all the children are handed over to a responsible adult. Therefore no accountability will be taken by the school for misbehaviour that occurs between home and school once the responsibility of the child has been passed to the collecting adult. However, if an incident is reported to the school we may become involved. Behaviour during after-school clubs may be dealt with in the same way as any school based activity. Parents will be informed of any continued behavioural issues during such activities and the problem will be resolved with liaison between home and school.

The same school rules and expectations of behaviour extend to children travelling to and from school by local authority transport (school bus or taxi). Rewards and sanctions will be used in the same way as in school. In addition, if appropriate, the school will liaise with Lincolnshire Education Transport regarding specific individual cases. In extreme circumstances recommendations to ban children from the use of this transport may be made to the local authority and/or the local authority may make this decision unilaterally.

### **Parental Involvement**

Parents are expected to:

- support the school in pursuing this policy
- acknowledge the teacher's authority with regard to school and classroom issues
- be aware of, and respect, the timetabled day: children must be punctual and bring to school the correct equipment
- make appointments for consultations with teachers: quick chats are fine when there is time, but the school day starts at 8.50 a.m. and teachers need to start their lessons promptly

- take responsibility for ensuring children complete homework and or have asked for help if they do not understand it etc.
- be aware of the guidelines prepared for voluntary helpers if they are assisting in school.

### **Available support for parents**

- Parents will be required to sign a home/school agreement to denote support for the Behaviour Policy of the school. Parents will be informed if their child is persistently misbehaving. They can often offer insights as to why their child may be experiencing problems. A constructive joint approach between home and school will promote consistency for the child, and is more likely to be successful in bringing about changes in the child's general behaviour. A range of systems that are specific to the child's needs may be put into place to promote and reward good behaviour. An example of this may be a reward chart where by the child receives a smiley stamper or sticker for each session that s/he has behaved well. These mini targets can then be altered and extended as necessary. Where a child's behaviour is being monitored a report card may be used to record positive or negative behaviour.
- If a parent or guardian wishes to learn more about how to develop their children's social, emotional and behavioural skills then they should speak to their child's teacher or the SENDCO who will be able to offer advice about specific courses that are available to parents or other outside agencies that may be of help.

Where a parent has a concern about their child's behaviour or any aspect of their conduct in school they should in the first instance arrange to see the class teacher to discuss the matter. If the parent is still unhappy with the outcome of this discussion then they may raise the issue with the assistant headteacher or the headteacher.

If a parent contacts the headteacher in the first instance then the class teacher needs to be informed as soon as possible.

The majority of children abide by our code of conduct and parents receive positive comments about behaviour at Parent Evenings and in annual reports. If a child's behaviour is causing concern, it is important that parents are informed at the time, rather than waiting for the next termly meeting. By a partnership between home and school, most problems with behaviour can be addressed.

Parents will not usually be informed of one-off incidents of bad behaviour where a reprimand from a member of staff or a withdrawal of privilege is sufficient punishment to prevent a repetition of the offence. However, if a child's behaviour is repeatedly unacceptable, parents will be asked to meet with the Class teacher and/or Headteacher.

When a child has had time in reflection then this is communicated to parents at the end of the school day either verbally in person by the class teacher or through a note in the book bag.

Incidents of bad behaviour are, however, so individual and varied that in the case of a serious breach of the Code of Conduct, particularly one involving assault or injury to another child or adult, parents will be informed, even if this is a 'first offence'.

Whenever it is necessary to inform parents, every effort will be made to contact parents on the day that an incident occurs, either by telephone or in person. It may be appropriate to discuss the incident fully straightaway, or to arrange an appointment for parents to meet with the Class teacher/Headteacher at the earliest possible mutually convenient time. Where time

before the end of the school day has been insufficient to conduct a full investigation of the incident, parents may be informed briefly of the incident, and further investigations will be made the following school day.

In any case where a child's behaviour has been unacceptable, and the subject of a meeting with parents, it is expected that, through discussion, agreement will be reached about future targets for improvement. Parents will be expected to keep in close contact with the school, either through regular meetings at which teachers give a report as to the behaviour for the day/week or through use of a behaviour book/card.

In extreme cases of unacceptable behaviour a period of fixed term or permanent exclusion may be the most appropriate sanction. In such a case, parents will be expected to meet with the Headteacher prior to readmission to agree written criteria for the child's future attendance. The appropriateness of exclusion as a sanction will be determined at any time by consideration of the factors detailed in current DfES guidance

In all cases, the safe and efficient education of other pupils in the school will be taken into consideration.

### **Links with support services**

Class Teachers are responsible for sharing with the SENDCO and Headteacher any concerns relating to the behaviour of children who are on the S.E.N.D. Register. In this way targets for improvement can be set as part of the Individual Education Plan for the child and parents are regularly involved in discussion. Staff will keep written records of incidents that cause concern and monitor the success of strategies tried.

Occasionally a child's behaviour is beyond normal incentives and sanctions. This may be due to a number of factors, including emotional or physical needs not being met or a disruption in life at home. The child may be very unhappy, angry or suffering from low self-esteem. Consequently the child feels there is little chance of being good so does not bother to try.

In cases such as this it may be necessary to devise a special contract which includes achievable targets and rewards. Liaison with parents is essential in trying to help the child to develop a positive attitude. In such circumstances, parents will usually meet at least termly with the Class teacher, SENDCO and Support Assistants. If appropriate, there may be input at such meetings from other agencies. e.g. Educational Psychologists, Lincolnshire Teaching and Learning Centre Outreach, Health Service, Social Services.