

2016

'FROM GREAT TO AMAZING'

# Suffolks Primary School Behaviour Policy



SUCCESS, UNIQUENESS, ENVIRONMENT, COMMUNITY

Implemented January 2014

Review frequency Annually

#### Consultation process

- Staff (November 2013)
- Pupils (December 2013)
- Parents (January 2014)
- Governors (January 2014)

Signed *A. Cassus* (HT)

Signed *N. Bays* (CoG)

## Behaviour Policy

Behaviour should be given the same regard as any other area of learning and as such will be easier for some children to achieve than others.

The aim of our behaviour procedures are to promote expected behaviour and to support children to achieve this if they are having difficulties. Sanctions are given to pupils to ensure that they understand the consequences of unacceptable behaviour.

Behaviour approaches will need to be individualised where children have specific needs and this should be done in partnership with our SEN team, class teacher, parents and the child.

We aim to establish positive relationships between staff, parents and children. The caring atmosphere within school recognises the individual needs of some children and their families. We take all opportunities for friendly interaction with the children and their parents. Every family should have confidence in the school and feel their presence is of value. Partnership between families and school will be encouraged in a number of ways including the Home/School agreement.

Good behaviour improves learning opportunities. It will ensure that the rights of **everyone** in school are protected and respected. Everyone is encouraged to respect;

- the right of everyone to learn;
- the right for every child to have a share of the teacher's time;
- the right for every teacher to teach;
- the right for everyone to expect an environment for learning which is safe and supportive

We use our 6 Golden Rules for the basis of any identification of behaviour both acceptable and unacceptable. These should be discussed at the beginning of each term and clearly displayed in the class.

Our 6 Golden Rules are:

<b>Do be kind and helpful</b>	Do not hurt other people's feelings
<b>Do be gentle</b>	Do not hurt any body
<b>Do look after property</b>	Do not waste or damage things
<b>Do listen to people and show respect</b>	Do not interrupt or be rude
<b>Do work hard</b>	Do not waste yours or other people's time
<b>Do be honest</b>	Do not cover up the truth

### ***Expected Behaviour***

'Behaviour which is appropriate for the occasion, respects the feelings and rights of other individuals and is within a clear set of agreed rules.'

### ***Promoting expected behaviour***

Our emphasis should consistently be on praise. The following strategies will encourage expected behaviour:

- provision of a properly planned and structured curriculum appropriate to the needs of the children

- a classroom environment which supports childrens' learning, where children can access the materials they require
- clear expectations of acceptable behaviour are well known and understood
- rules are well known and understood by children, staff, parents and governors
- children involved in making simple classroom rules
- effort and acceptable behaviour are rewarded
- praise is quick, consistent and without favour (catch them being good)
- the child knows what s/he is being praised for.
- the setting of clear boundaries and good models of adult behaviour are vital.
- parents will be kept informed of good behaviour, work etc.
- class reward system, possible class treat games time (20minutes per week)
- Whole school star system and behaviour rewards

### **Behaviour Awards**

These are given to individual children who have reached certain milestones throughout the school year. This allows the whole school community to be involved in acknowledging the huge effort that each child has made with their behaviour.

Parents will be informed regularly of the number of gold stars that their child has achieved as it will be recorded on each termly report. It may also be discussed during parent consultation.

### **Disruptive Behaviour**

'Any behaviour which affects the learning of other children in their class.'

For example moving around and causing a disturbance, calling out, general avoidance strategies like repeatedly sharpening pencil, wondering around classroom, not carrying out instructions, talking when asked to be quiet, trying to get others to laugh at their behaviour, making noises which distract others. (Please be aware that this is just an example not a definite list of behaviour which we would address)

### **Strategies for discouraging disruptive behaviour**

- Tactically ignoring behaviour in the first instance, if appropriate.
- Promoting expected behaviour as role model
- Follow school's procedures for sanctions if required

### ***Unacceptable behaviour***

'Unacceptable behaviour causes others emotional or physical upset or pain'

It can include bullying, name calling, fighting, disobedience, insolence and racist abuse or sexual harassment, abuse of property, swearing.

### ***Strategies for discouraging unacceptable behaviour:***

Staff should use their professional judgement in determining the seriousness of the situation and respond accordingly. Strategies used should reflect the following agreed procedures:

- allow time to calm down so that rational discussion can take place
- determine full story, acknowledging all points of view
- sympathy for the victim first, ensure that they are sent to medical if necessary
- deal with the offender/s away from an audience
- follow school's procedures for sanctions

## Procedures

It is expected that the teacher in charge at the time will deal with any incident as it occurs.

Children should not be asked to stand in corridors or anywhere out of view of an adult. If a child regularly leaves the classroom without permission then a member of SLT should be advised. In this circumstance all members of staff should be aware of this child and the strategies that are being used.

The following procedures are followed by Year 2 to Year 6 classes. Year 1 should follow Foundation Stage strategies until the end of the first term and then begin to follow the whole school approach in the Spring Term.

Procedure for Expected Behaviour	
1.	Promote behaviour by identifying it and sharing with others, highlight behaviour
2.	Using School Tree, children are identified
3.	Weekly celebration of behaviour (Keep gold star)
4.	Certificate sent home weekly for children on gold or silver award
Procedures for Disruptive Behaviour	
1.	Clear indication of behaviour given to child with an explanation of why this behaviour impacts on others. Use professional judgement on whether this is more appropriately done individually with child away from other children.
2.	Verbal Warning Given – Be clear on consequences and that children have a choice to stop behaviour
3.	Child's name moved from Gold to Silver
4.	Verbal Warning Given – Be clear on consequences and that children have a choice to stop behaviour
5.	Child's name moved from Silver to Green
6.	Green Slip completed – This should be given to Inclusion admin who will record on Scholarpack. If a child receives 3 green slips in a half term, Phase leads should conference child and complete a behaviour log. Parents should be informed by class teacher if child has received a green slip.
7.	Verbal Warning Given – Be clear on consequences and that children have a choice to stop behaviour
8.	Child's name moved from Green to No Star – Time out sheet completed. Child should be sent to parallel class for 10 minutes. If behaviour is unacceptable in that class, call for a member of SLT. Time out sheet should be given to phase leads who will speak to the child concerned and record on Scholarpack. Parent should be spoken to at the end of the day by member of SLT.
<p><b>At each stage in this procedure if a child's behaviour improves the class teacher should move them up the star chart at the end of each day.</b> Please ensure that a discussion is had with child on why behaviour warrants moving back up the chart. A child that exhibits general disruptive behaviour should have the opportunity to work back up to gold within a week.</p> <p>Continually disruptive behaviour may trigger 3,6,9 approach where each results in time out (over one term)</p> <p>3 – member of SLT informs parents</p> <p>6 – parents called in for formal meeting regarding behaviour, support plan started</p> <p>9 – support plan updated or PSP, outside agencies may need to be involved, child will be discussed at team around child meetings to ensure range of strategies are considered, ultimately fixed term exclusions may be warranted.</p>	
Unacceptable Behaviour	
1.	Teacher to use professional judgement to decide between green and No Star
2.	Follow steps above in regards to Green Slips or Time Out
<p><b>Although children are able to move back up the chart at the end of the day they will not be able to achieve 'Gold' in this week.</b></p>	

## **Procedures for Specific Unacceptable Behaviours**

### **Bullying**

Please refer to anti-bullying policy – any allegation of bullying should be investigated and a member of SLT should be informed.

### **Racist Incident**

Any racist incident should be investigated and recorded on a 'pink sheet.' If the incident is deemed as racist it is logged as such on Scholarpack. Parents of all children involved should be informed.

The child who has used the racist language should be spoken to and supported to understand the feelings of the other child.

If the behaviour is repeated a fixed term exclusion may be given

If the behaviour is continually repeated the child and parents will attend an intervention program with the pastoral care team. Fixed term exclusions may also be given.

Governors are informed on a termly basis.

### **Physical Assault against a member of staff**

Please refer any incident of this nature to a member of the leadership team as a fixed term exclusion may be warranted.

### **Foundation Stage Strategies**

Children in foundation stage work together to achieve the stars to cover the Felix the tree chart. An agreed class reward is then given once this is completed. Children are given warnings and possible time outs, slightly away from the class, as and when required. Behaviour is regularly discussed with parents and if needed a support plan is developed for a more individual approach.

### **Playtime/lunchtime incidents should be dealt with in line with agreed policy (Reflection Room)**

#### **Reception and Year 1**

If a child breaks a school rule at lunch time, they should be asked to stand with a member of the lunch time supervisor team for 10 minutes, or to hold their hand if the child is comfortable with this. (Lunch time supervisors should then discuss this with the class teacher at the end of lunch, who will then decide if it is appropriate to speak to their parents) Children should not be asked to stand against a wall or in a position unsupervised by an adult.

Please remember that although it may be difficult to have these conversations with parents, it is much easier than letting it develop into a much bigger problem in the future.

Ask parents to enter the classroom and find a quiet spot where you can discuss their child's behaviour.

**Please do not have these types of conversations at the door, where others can hear.**

#### **Lunchtime Reflection Room**

##### **Year 2 to Year 6**

Any child that has broken our school rules at lunchtime should be sent to the reflection room. The school adult that has dealt with the situation must accompany the child to the room and let Jo or Debbie know what has happened.

Reasons for sending a child in are;

- Being hurtful verbally or physically to a child or school adult
- Being disrespectful to a school adult or not doing as they have been asked

- Damaging any school or other person's property

Depending on the severity of the incident the child may be asked to stay in the room for the whole of lunch time or a series of lunch times (with leadership approval) but as a general rule 15 minutes should be adequate. If the incident happens at the end of lunch then reflection time will happen the following school day. If a child is absent on the day they are expected in reflection they will have their time once they have returned to school.

Only Jo or Debbie will now be responsible for talking to the class teachers if they feel it is warranted. This will help to ensure that the afternoon learning time starts quickly without the teacher being interrupted with issues concerning lunch time behaviour.

### **Process**

- Child is brought to reflection room by a school adult and incident is described
- Jo or Debbie, log incident on scholarpack
- If a child has been sent in 3 times in a half term, then 1<sup>st</sup> stage letter is completed and sent home. If child is collected by parent then letter should be given to class teacher and an explanation given.  
**Please do not have these types of conversations at the door, where others can hear.**
- If child is not collected then Jo or Debbie should call parent to let them know about incidents and letter should be posted.
- If a child receives 2 letters then the parent should be invited in to attend a meeting with Jo or Debbie. At this meeting a support intervention programme will be discussed.

If a child receives 3 letters then the parent should be invited in to attend a meeting with the Pastoral Care Team. The options of internal lunch time exclusions or external lunch time exclusions may be discussed. The support intervention programme will be altered in light of this meeting.

### **Keeping a record of incidents**

Ensure that the date is recorded and a simple description given, encourage the child to say it in their words and record this if possible, this will help to explain behaviour to parents if needed at a later date. Please also record any follow up, investigations, speaking to other children, informing class teacher etc. It may be necessary to record the names of other children involved as there may be a pattern in the behaviour that needs more investigation.

**Also record the amount of time they spend in the room on each occasion they attend.**

### **What should children do whilst in reflection?**

Children are asked to sit at one of the tables and remain silent. Children will be asked to explain the incident and reflect on what they could have.

### **Other Issues**

If at any time a child refuses to go to the reflection room or is not behaving whilst in there, please call for a member of the leadership team.

Do not ever allow yourselves to be in the position where you are physically moving a child into the room. In this instance a parent would be called immediately and the child would know that this would be dealt with in a different way. Please call for a member of the leadership team.

If any incident results in another child or member of staff being physically injured by a child please refer to Leadership team as this may warrant an exclusion.

## Behaviour Policy-Appendix (Rewards and Sanctions)

### Tree Chart

- Gold represents that over a week the child has demonstrated expected behaviour, usually following school rules. The child will also be given a gold certificate to inform their parents.
- A Silver certificate represents that over a week the child has demonstrated expected behaviour most of the time. They have been involved in some behaviour incident, but may have shown improvements
- Green star represents that the child has been involved in a behaviour incident/s this week or repeated disruptive behaviour and a Green Slip has been completed.
- No star represents that the child has been involved in more serious incident/s this week. Has been seen by member of SLT and has been sent to another class. Time Out Sheet was completed

### Rewards

Children receive rewards based on each time they reach 4 gold stars. This allows for some children who will receive an award every 4 weeks and those that may take longer to achieve each 4 to feel successful with their behaviour.

### Children not achieving gold or silver awards

**There should be a Pastoral Support Plan (PSP) written for them and they will be working towards some individual targets. It is the aim to get these children back into the whole school reward system. Parents/Carers will be involved at all times. All members staff that work with the child should be aware of and using the child's individual behaviour procedures for rewards and sanctions.**

**Each class teacher will be given a list of children who would be expected to be on a PSP or who already on a PSP at the beginning of each academic year.**

**Incentives and rewards** must be promoted by the whole school community. They operate on an individual basis as well as whole classes working together. The following incentives and rewards can be used in the classroom:

- Class award system
- Negotiated treats of privilege time
- Sent to other adults in school for praise
- Parents spoken to at the end of the day
- Well-done letters sent home
- Individual responsibilities
- Extra playtime
- Acknowledgement of good work or behaviour during circle time
- Well-done phone calls home/text
- Stickers

### Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehavior.

Some children find direct praise too hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps let the child hear you telling someone else how well he or she has done or ask a child's permission before public praise if appropriate.

Praise can be non-verbal: a smile, nod of the head, thumbs up, a sticker. Expand your vocabulary for praise.

### **Three positives before a negative**

This can apply to individuals as well as classes. Before criticising a child's work or behaviour aim to have made three positive contacts with them beforehand. Can the criticism be couched in positive terms? They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

### **Acknowledging feelings**

Children often misbehave because they feel upset. They may want to attract adult attention to their bad feelings in the hope of getting some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be simply deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.

### **Being consistent**

Children have a need for the world to be as consistent as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events trigger off bad behaviour.

### **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- Your position in the class, your proximity to disruptive children
- Your expression, tone of voice, posture, choice of words, use of eye contact.
- Do you communicate your confidence and authority?
- Do you tend to calm down the situation?

### **Catch them being good**

Noticing and acknowledging any expected behaviour however small for some children will ensure that their progress is appreciated by you and will encourage them to continue.

### **Circle time**

All classes should use circle time to encourage children to express themselves. The purpose of these meetings is to make each child feel a more valued committed member of the class. Through shared discussion and co-operative games and activities, each child feels listened to and has the chance to contribute. Circle Time Meetings will also be used to discuss School Council issues, PHSE themes and issues personal to the class.

### **Sanctions**

There should be no sanctions used other than those in this policy without the prior permission of SLT and only once parents have been informed. Strategies should be discussed with phase leaders and then shared with the leadership team.



**Everyone has rights and responsibilities which are clearly laid out in our home/school agreement, these are:**

### **Children's Responsibilities**

- ◆ to come to school ready to work and learn
- ◆ to wear school uniform and keep myself clean and tidy
- ◆ to avoid play fighting, or fighting
- ◆ to be polite and kind to everyone
- ◆ to help look after my school
- ◆ to follow the school's 6 Golden Rules
- ◆ to complete all home learning tasks given.

### **Staff Responsibilities**

- ◆ to provide a safe, supportive environment
- ◆ to provide an atmosphere where your child can achieve high standards of work and behaviour
- ◆ to work in partnership with parents – keeping you informed about general school matters, your child's progress and any concerns
- ◆ to keep you informed about what teachers aim to teach your child each ½ term
- ◆ to support families in providing opportunities for children to learn at home and outside the school.

### **Parent's Responsibilities**

- ◆ to make sure my/our child comes to school regularly and on time
- ◆ to attend all opportunities to discuss my/our child's progress
- ◆ to let the school know about any concerns or problems that might affect my/our child's work or behaviour
- ◆ to ensure my/our child carries out home learning tasks given
- ◆ to support the school's policies on behaviour, bullying and the school's dress code
- ◆ to ensure that my/our child has the correct P.E. kit in school at all times
- ◆ I/we shall abide by the school's visitors policy, ensuring that I am respectful to members of staff