

**Thorpe Willoughby
Community Primary
School**

**Behaviour Policy
And Guidelines**

Thorpe Willoughby Community Primary School.

Behaviour Policy

This policy is closely linked with the aims of the school as agreed by staff and governors.

Aims of the Policy

- (i) To encourage a calm, purposeful, and happy atmosphere within the school.
- (ii) To foster positive, caring attitudes towards everyone where achievements at all level are acknowledged and fostered.
- (iii) To encourage increasing independence and self-discipline so that every child learns and accepts responsibility for their own behaviour.
- (iv) To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- (v) To make boundaries of acceptable behaviour clear and to ensure safety.
- (vi) To raise awareness about appropriate behaviour.
- (vii) To help staff and parents have a sense of direction and a feeling of common purpose.
- (viii) To develop a caring, ordered environment, which encourages the best possible learning atmosphere.

Responsibilities.

Everyone in the school, pupils and adults, have responsibilities, which form the basis of a coherent establishment. These responsibilities should fit in with the intended ethos of the school.

The following sections outline what we feel are the sets of responsibilities that belong specifically to the pupils, parents and staff.

Children have a right to an education (Article 28).

As adults, we at Thorpe Willoughby primary school, know we have a duty to help all children to access this right.

All adults in school will:

- Treat all children fairly and with respect
- Raise children's self-esteem so they can continue to achieve to the best of their ability.
- Help children to develop a positive, resilient attitude to life.
- Provide a challenging, interesting and relevant curriculum that gives the children an opportunity to apply their skills in a variety of contexts.
- Create a safe and pleasant environment, physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Be a good role model.
- Form a good relationship with parents so that all the children can see that the key adults in their lives share a common aim.
- Recognise that each pupil is an individual, and to be aware of their individual needs.

Pupils : Our children know that they have a right to an education (Article 28) and that in order to access their right they will:

- Play together, work together and learn together.
- Work to the best of their ability, and allow others to do the same.
- Treat others with respect.
- Follow the advice and guidance of the school staff.
- Take care of and respect property and the environment both in and out of school.

To help the children access their right to an education, parents will:

- Make children aware of appropriate behaviour in all situations and to be aware of the school's expectations.
- Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and to support the school in the implementation of this policy.

Encouraging Good Behaviour

In order to encourage good behaviour amongst the children we need to show that it is worthwhile. Opportunities should be taken to recognise and respond to the children doing something well and praise given as reinforcement both publicly and privately. By doing this we make clear our expectations of good behaviour and discourage unsociable behaviour. By promoting mutual respect in school we can also encourage good behaviour and the children can learn to take responsibility for their own actions and behaviour. Through our own example we can show the children the behaviour that we expect.

Strategies for positive encouragement:

Through careful, differentiated planning of work, we can aim to ensure that pupils' experiences are appropriate and meaningful. This should promote a level of success through their efforts, which can be developed further through 'Excellence and Enjoyment', and the broader curriculum.

Children have a right to have a say in all matters affecting them (Article 12). To help the children to access this right we have a democratically elected school council. These children consult their peers through their class councils so that the thoughts and ideas of the children can be reflected in the school.

Each class has a Right's Ambassador who assist in developing the children's understanding of the UN charter of the Rights of the Child.

Both of these help the child to see their place in the school and leads to a better understanding of their place in the world.

We can value pupils through our relationships with them, helping to ensure that they feel recognised as individual and unique people who have things to offer to us all as well as being in school to learn.

We can make a habit of showing pupils good work to others and giving rewards, e.g. Friday's assembly, Headteacher's Award, positive feed-back to parents, smiley faces, stickers, stamps etc..

Through Marvellous Me we will also share the children's good work with their parents so that their effort can be shared at home.

We can place emphasis on motivating pupils through a variety of methods.

e.g. Positive feedback on work, marking work according to criteria set when work started, giving descriptive praise, giving attention for success and good behaviour (not failure or bad behaviour).

Respecting all individuals including their religion, culture and background. (Article 29)

Through our own example or by drawing attention to individuals we can set models of desired behaviour.

Listening to children and communicating that we have heard what they said.

Clear and consistent use of rules and sanctions.

We can work at raising the self-esteem amongst the children by:

- Communicating a sense of importance.
- Ensuring pupils' experience a sense of their own success.
- Maximising opportunities for pupils to take responsibility for themselves and their behaviour by, for instance, providing choices wherever possible.
- Ensure that 'feelings' are part of the overt and hidden curriculum.

Pupils do not usually misbehave if they are on task.

Pupils tend to be engaged in tasks if:

- A range of teaching styles and activities are used to meet the needs of all learners.
- The children know what and why they are learning.
- The level of challenge is appropriate i.e. Not too hard so the pupil feels overwhelmed or confused or not too easy so that the pupil becomes bored.
- Resources are readily available to allow a degree of independence and self reliance that is appropriate to age/ability.
- The pupils have a clear sense of short term and long term goals (targets) and understand what they have to do to achieve them.
- Children receive positive feedback leading to a growing sense of confidence.
- They have a high self-esteem through being valued and through the development of a growing sense of competence.

There is recognition on the part of teachers that a pupil's level of motivation can vary from extrinsic to intrinsic. Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour. The adult-pupil contact rate should be considered throughout the day.

Pupils need to feel safe and secure, both physically and emotionally.

We need to be aware that there will be experiences in school (which may not in themselves be unpleasant) which can trigger compelling patterns of behaviour. These triggers may relate to learning, peers, adults/authority or organisations. By increasing our own awareness we can recognise such situations that are potentially disruptive and attempt to minimise them e.g. some pupils may be unable to co-operate in a group situation for very long and they would require close observation/greater input.

How children can sort out their own difficulties.

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take the responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion.

In our school we emphasise to pupils that they must not take the law into their own hands, and where a conflict cannot be resolved by talking, an adult should be informed. Suggested strategies for resolving conflict - 3 Steps:

- The others listen with no interruption
- They are usually encouraged to maintain eye contact.
- Each child has a turn to say:

- 1) What the other(s) has/have done to upset them.
 - 2) How they feel about it.
 - 3) How they would like them to behave in future.
- No one is allowed to interrupt or argue.
 - They go on taking turns until everyone has finished.
 - The adult is there as a referee, not as part of the discussion. He/she makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye contact.
 - If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Dealing with Disruptive Behaviour

Research (and experience!) suggests that it is the more minor inappropriate behaviours (e.g. wandering about, calling out, interrupting the teacher, interrupting other children, ignoring minor instructions) that are the most difficult to respond to effectively. Having a clear set of procedures - for both teacher and children - helps this process.

The initial, informal indication to the child that the behaviour is not what is expected will have been a look, gesture, a word, or direction to focus on work rather than making a comment on behaviour (e.g. what's the next thing that you have to do?).

If the child does not respond to the usual, informal reminders that are a feature of all effective classrooms, the following procedures are put in place.

Key Stage 1

In each classroom there will be the following circles-

- Good to be Green
- Yucky Yellow
- Rotten Red

Also, 2 stars -

- Super Silver
- Glorious Gold

All children will start a new day on Green. Children will move to yellow for disruptive behaviour after a warning. If they continue to misbehave they will move to red and then they will be sent to see Mrs Siddons. They will also have time out (age appropriate) in their classroom on a carpet square.

Children can move directly to red for severe bad behaviour. They will be sent to Mrs Siddons. If the child is constantly being sent to Mrs Siddons for being on red or their behaviour has endangered themselves or another child they will go and see Mrs Brown.

For excellent behaviour children can move onto Super Silver star, they will receive a certificate from their class teacher and a star sticker. Some children may display wonderful acts of kindness, good learning behaviour and will achieve Glorious Gold. They will receive a Gold certificate.

KS2

1st Time

Teacher responses:

- Name and question. For example: 'X do you need any help?'
- Humorous (de-escalating response).
- Reminder of the agreement / rule.
- Repeat instruction and ensure the child fully understands.
- Clear description of desired behaviour.
- Warning of implication of breaking the rule one more time.

2nd Time

Child's name is placed on the board.

3rd Time

Child is moved to a place in the class that will encourage positive learning behaviour.

4th Time

Child misses 5, 10 mins of playtime - depending on severity of action.

5th Time

Child sent to senior teacher

6th Time

Child sent to Headteacher as detailed above.

Thin Ice Book

On being sent to the Headteacher, the child's name may be placed in the 'Thin Ice Book'. If a child's name is written in the 'Thin Ice Book' three times in a half-term a letter will be sent home, informing the parent/carer of the child's behaviour and inviting them in for discussion.

Three letters home in a half-term would result in an 'internal exclusion', **six** letters home would result in a temporary exclusion for a fixed period.

Certain unacceptable behaviour, for example:

- Physical or verbal abuse towards others,
- Refusal to obey a reasonable request,
- Deliberate damage to property,

may prompt a 'six letters home in a half term' procedure.

Children need to be clear what the sanctions are.

The hierarchy of sanctions needs to be mirrored by a hierarchy of positive responses. Many children misbehave in an attempt to be noticed/feel special. If this is not possible legitimately, then alternative means are sometimes used.

A positive rewards/acknowledgements structure can facilitate this process, so that children know what to do and how to achieve it.

Rules and sanctions

- Limits need to be clear and negotiated/discussed/talked through with each class and teacher i.e. each class devising their own class 'Rights Charter', reflecting the UNICEF Rights of The Child.
- Class agreements should belong to the class and be adopted by any staff teaching that class.
- Class agreements will generally be consistent between classes but could highlight particular issues for that class. Class agreements can change in response to behaviour trends / concerns.
- The list of agreements needs to be concise and clear.

Punishments or sanctions that are unfair, inconsistent or really unpleasant tend to be counter-productive. The effectiveness of sanctions comes through their being imposed following a warning. Teachers' responses need to be appropriate to the level of seriousness of the behaviour.

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.

The severity of a sanction should always be kept to a minimum. The aim of sanctions is to discourage future misbehaviour. The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy.

It should be clear from the teacher's actions that it is the **behaviour** that is unacceptable and **not the child**. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future.

Repeated or Persistent Misbehaviour

Where there is repeated or persistent misbehaviour the following may apply:

- Withdrawal of privileges e.g. some or all of Golden Time, some or all of playtime. Withdrawal of playtime should be a last resort as it is recognised that children need time for physical activity.
- Working in other classrooms or in isolation - in the entrance hall.
- Teacher logs behaviour.
- Informal contact with parents.
- Involvement of Headteacher / Senior Teacher
- Formal contact with parents.
- Child on daily report - teacher based.
- Child on daily report - Headteacher / parent based.
- Exclusion - temporary / permanent.

Restrictive Physical Intervention (RPI)

The vast majority of pupils at Thorpe Willoughby Primary School behave very well and make progress in whatever the setting. However, in order to fulfil our duty of care to all pupils, prevent harm and maintain a safe /secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a pupil for his /her own safety.

This aspect of our policy covers those situations where incidents are foreseeable and the school has planned interventions which are agreed and supported by parents/carers; and are monitored through care or individual pupil plans.

It does **not** cover emergency situations which cannot reasonably be planned for in advance.

Principles:

- We may restrain a pupil, if that pupil is at risk of causing significant harm to himself/herself, or to other pupils/adults.
- Staff should also refer to LA Guidance, September '12, pg. 4 para. 2.
- There is no legal definition of when it is reasonable to restrain a pupil, that will always depend on the precise circumstances of the individual pupil. However, to be lawful, the force used needs to be the **minimum necessary** and be **in proportion to the consequences that it is intended to prevent**.

We must always take account of any SEN and/or learning disability that a pupil may experience. We have two key duties under the Equalities Act 2010:

- a) not to treat a disabled pupil less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and;
- b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (reasonable adjustments duty).

We should never use restraint as a punishment, or to physically overpower a pupil who is not putting themselves or others of serious risk of harm. It should be used only:

- i) in exceptional circumstances where any other course of action would be deemed likely to fail;
- ii) as a last resort, where all other courses of action have failed;
- iii) with the minimum degree of intrusion.

The staff to which this power applies is defined in section 95 of the Education and Inspections Act 2006. They are:

- a] any teacher who works at our school, and
- b] any other person whom the head teacher has specifically authorised.

It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required.

Where it is possible, more than one member of staff should be involved. At the conclusion of any incident, the pupil and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward.

All incidents of restraint must be recorded in school's serious incident book, be -

1. Reported to parents as soon as reasonably possible, but always within 24 hours and are monitored regularly (half termly) by SEN Governor, and
2. Be reported on to the governing body each term.

Responding to complaints:

The use of RPI can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Please refer to LA Guidance on the Use of RPI (September 2012, pg.21-23) for further guidance).

It is hoped that this behaviour policy reflects what is currently held as good practice and will be reviewed / amended in the light of new initiatives, research or legislation.

February, 2006

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