

## **Cheapside C E Primary School**



### **Behaviour Policy**

#### **INTRODUCTION TO THE POLICY**

Our task, as a school, is to see that nothing comes between our children and the full range of learning opportunities being offered to them.

We feel that setting high standards of behaviour and encouraging respect for themselves and others can minimise potential problems.

PSHE, Citizenship, Anti-bullying and Equal Opportunities are, we feel, integral parts of creating a caring, safe environment and have therefore been linked to our behaviour policy.

#### **PHILOSOPHY**

Our philosophy for the managing of behaviour at Cheapside is to encourage appropriate attitudes; to reward and praise children's behaviour and efforts within a relaxed, pleasant and stimulating atmosphere and to have in place, a series of strategies for when problems arise, that will reduce the impact on the smooth running of the school.

#### **AIMS**

1. To develop in pupils a sense of self-discipline and acceptance of responsibility for their actions.
2. To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
3. To install and maintain effective home-school links in which parents are valued as an integral part of behaviour management.

### **THE ROLE OF THE HEADTEACHER**

1. To promote self-discipline and proper regard for authority amongst pupils.
2. To establish a management structure within the staff to support work in this area.
3. To establish a clear system of responsibility within the school for handling individual issues. Such a system should involve **all** members of staff knowing what their individual responsibilities are.
4. To establish a system for monitoring and evaluating work carried out in this area, especially consistency of record keeping, rewards and sanctions.
5. To ensure that some priority is given to INSET in this area.
6. To be aware and willing, on occasion, to support staff and pupils by managing particular pupils when specific problems occur.
7. To develop, when necessary, a Pastoral Support Programme (PSP) for a particular pupil, with support from the Special Needs Co-ordinator (SENCo).
8. To work with parents.

### **THE ROLE OF THE CO-ORDINATOR (SENCo)**

1. To establish a whole-school system for the support of pupils with behaviour problems. To include all members of staff (including support staff) in all aspects of review procedures.
2. To monitor and evaluate the effectiveness of work undertaken and to report on it to the head teacher, parents and governors.
3. To co-ordinate and manage in-service training when necessary.
4. To support teachers with observation work undertaken with individual pupils.
5. To act as a first line of advice to members of staff on behavioural issues.
6. To link with specialist support staff outside of the school.
7. To work alongside parents.

## **THE ROLE OF THE CLASS TEACHER**

1. To provide a secure, caring and controlled environment for pupils.
2. To establish positive relationships with pupils, so that they feel able to relate to the teacher and provide advice for the child when required.
3. To be responsible for carrying out the relevant procedures outlined in this policy.
4. To provide a consistent response to all pupils within agreed school guidelines.
5. When necessary, to keep records of pupil behavioural development and monitor pupil progress.
6. When necessary, to assess the particular needs of pupils, the teacher should develop a support programme (IEP) with the help and guidance of the Head Teacher and SENCo.
7. To keep parents informed.

## **THE ROLE OF THE GOVERNING BODY**

Governing bodies are required to agree written statements for general principles to accompany their school discipline policies. Such statements are to be reviewed regularly.

In the event of a permanent exclusion, the discipline committee of the governing body should be notified by the head teacher and assess each case against the school's criteria.

## **STRATEGIES FOR PRAISE AND REWARD**

The school has in place several specific reward systems. The purpose of these awards is to reward effort. This applies to all areas of school activity i.e. academic, behaviour, and attitude, caring for others, caring for the environment, etc.

1. **Head Teacher's Award** – this award is given out every Friday to children from each class who have made a particular effort through the week.
2. **Team Ticks** – these are given to individual children who put a lot of effort into a piece of work or who have shown that they can be kind or helpful to others in the school.
3. **School Values** – these are qualities upheld throughout the school and are celebrated on termly basis – certificates being given to children who have consistently displayed these qualities.

4. **Positive Praise** – class teachers try and maintain our philosophy by trying to focus attention on the children’s behaviour. This shows all children how we, as a school, value good behaviour.
5. **Service Above Self Cup** – this award promotes good citizenship and is awarded in the final assembly to one child who has consistently shown respect to others and maintained excellent relationships throughout the school during the year.

## **STRATEGIES FOR APPLYING CONSEQUENCES**

There are times when inappropriate behaviour is displayed and consequences have to be given. These consequences will be used when the inappropriate behaviour is affecting the learning or welfare of the other children in the school.

For specific incidents that happen in the classroom, as well as more severe incidents in the playground, (e.g. fighting, swearing, bullying, challenging authority of adults in the school) there is a hierarchy of codes that should be used. These could be followed through from the start as well as starting further in, depending on the severity of the incidents. The professional judgement of the staff will need to be used in these situations.

Before these consequences are used, the teacher will have tried methods of positive praise and normal classroom discipline.

The consequences hierarchy is as follows for years 4 - 6:

## Behaviour Codes

**Orange Codes**

**Time Out** – one warning first

- Calling out
- Talking at the wrong time
- Not listening
- Inappropriate noises
- Distracting others
- Not in the right place

**Blue Codes**

**Miss a playtime** – repeated orange consequences – one warning first

- Ignoring Adults
- Breaking school rules
- Misusing school property
- Name calling / swearing
- Intentionally not participating
- Deliberate unkindness

**Purple Codes**

**Miss a lunch time/Loss of privileges** – Serious: Head Teacher informed and possibly parents.

- Repeated blue consequences
- Swearing to insult
- Spitting
- Stealing
- Disrespecting Adults
- Deliberately hurting others or fighting

**Red Codes**

**Time out of class / School** – This is extremely serious: Head Teacher and Parents to be informed.

- Repeated purple consequences
- Planned violence
- Abuse or Racism
- Vandalism
- Persistent Bullying

For years R – 3:

## Behaviour Codes

**Orange Codes**

**Thinking Time with a 2 minute timer** – two warnings first

- Calling out
- Talking at the wrong time
- Inappropriate noises
- Distracting others

**Blue Codes**

**Miss a playtime** – 3 orange consequences – one warning first

- Ignoring Adult
- Breaking school rules
- Misusing school property
- Name calling or unkind words
- Deliberate unkindness

**Purple Codes**

**Miss a lunch time or golden time** – Serious: Head Teacher and parents informed.

- Repeated blue consequences
- Repeated unkind words
- Spitting
- Stealing
- Disrespecting Adults
- Deliberately hurting others or fighting
- Vandalism

- Every day is a new opportunity to make good choices and feel safe and secure in our classroom. Each day we return to the beginning of the behaviour chart and start afresh.
- Codes will be tracked in a behaviour book with all teachers in key stage one being informed.
- For more serious misbehaviour a lunch time behaviour book will be filled out by lunch time staff and then the class teacher will decide what, if any, consequences take place. (If children are not lining up appropriately after 2 individual warnings, with their names used, they are moved to another line alongside their class until the class teacher arrives).

When there is a Fixed term Exclusion for one or more days (parents to be informed and review meeting to be held on coming back into school with both child and parents). For Permanent exclusion (Governors and parents to be consulted).

### Examples of Misbehaviour

- Making unnecessary or continual noise (verbal and non-verbal)
- Talking out of turn
- Inappropriate movement around the classroom
- Challenging authority
- Persistently distracting other children
- Physical/verbal aggression (inc. swearing)

- Taking others' or school property without permission
- Intentionally damaging property belonging to pupils or the school

When all reasonable strategies have been attempted and have failed, including consequences laid out by the school and the application of any available support, exclusion should be the next option.

Temporary exclusion (as outlined in the consequences hierarchy) will be considered by the Head Teacher for more severe or persistent displays of misbehaviour, before permanent exclusion is considered.

Permanent exclusion will be considered appropriate for the following: -

- Persistent and/or malicious disruptive behaviour, including open defiance or refusal to conform with agreed school policies.
- Serious, actual or threatened violence against another pupil or member of staff
- Sexual abuse
- Drug abuse
- Presenting a significant risk to the health and safety of other pupils (e.g. selling illegal drugs)

## **MANAGING DIFFICULT CHILDREN**

### **Avoiding and Preventing Problems**

#### **1. Clarifying rules and setting expectations**

Establish routines

Have consistent expectations

Avoid confusion, indecision and insecurity

Develop with the children a framework of rules

Display the rules in the classroom

Ensure that the children know the consequences of breaking the rules

Home/School Agreement

Rules should take into account: -

Safety of self and others

Respect and care for others

Looking after own and others' belongings

Trying hard and doing one's best

Doing as one is reasonably requested

#### **2. Being Prepared**

Think ahead and make sure that potential problems are prevented and minimised. Spare moments in the lesson can be a window for misbehaviour

Prior to lesson: -

Check equipment

Test practical activities to ensure that they work

Ensure that there are enough materials and tools

Ensure ease of access to materials and equipment

Have extension work available  
Ensure correct match of work to abilities

### 3. Approaches

Must be trust between children and adults  
Don't make promises that can't be kept  
Don't make threats that can't or won't be carried out  
Respond to incidents in an appropriate manner  
Avoid over/under reaction  
Move around the classroom frequently seeing the situation from different viewpoints  
Consider style of language (ask children rather than tell them)  
Avoid shouting or sarcasm

#### Examples of Positive Phrases:

Put your books away, thank you  
That's a much better piece of work  
It would help Susan if.....  
Thank you for working so quietly  
Let me show you an easier way to do it  
Would you like some help?  
Let's see who is sitting ready

#### Examples of Negative Phrases:

I've had enough of you  
Don't keep playing with your book  
Will you be quiet/shut up  
Well, look at that mess. Couldn't you have done any better?  
Put that scrappy piece of work in the bin.  
Don't bother coming in tomorrow if you can't behave.

#### Questions to Ask Yourself:

Are my requests reasonable?  
Does the child understand what I am asking him/her to do?  
Is he/she capable of doing what I am asking him/her to do?  
Are my instructions clear?  
Do I listen to the children?  
Do I ever interrupt the children when they are speaking to me?  
Do I shout too much?  
Am I polite to the children?  
Do I label the child or the behaviour?  
Do I explain to children why their actions are inappropriate?

### 4. Close Supervision

Know exactly what is happening in the room at all times.  
Work in close contact with the children.  
Frequent movement around the room lets children know that you are aware of what they are doing.  
Make clear your expectations of behaviour when close supervision is not possible.

**5. Maximum use of Resources**

- Careful attention to use of resources.
- Make the curriculum as practical as possible.
- Use parents, Learning Support Assistants and other staff.
- Share information with colleagues.
- Involve parents to modify their children's behaviour when necessary.
- Arrangement of furniture and seating:
  - Pay attention to group dynamics
  - Proximity to the teacher
  - Enable all children to see the teacher or board
  - Enable children to hear clearly
  - Use areas where easily distracted children can be seated

**6. Evaluate**

- Identify positive strategies.
- Identify what went wrong and plan alternative actions.
- Keep diary of incidents.
- Record the positive as well as the negative.
- Seek the observations of others.
- Plan individual programmes for difficult children.
- Identify strengths and use them to build upon.
- Develop skills of self-appraisal and evaluation.
- Evaluate progress of children to see if level is too demanding or not demanding enough.

Some questions to ask yourself

- How do I expect this child to behave?
- Does the child behave as I expect?
- If not, what have I tried to do to help the child behave as I expect?
- Has there been any change in behaviour as a result of my intervention?
- How big a change has occurred?
- What form has the change taken?
- Is the change a positive one?
- If, not, what other strategies can I try?
- If the child is making progress, is the rate of progress sufficient?
- Have my expectations been met?

**7. Prevent Escalation**

- Recognise problem or potential problem.
- Always aim to be fair.
- Deal with it calmly and firmly.
- Speedy actions will produce a more positive result.
- Don't argue with children.
- Avoid confrontation.
- Isolate the child causing the problem.
- Don't be afraid to ask for help.
- Avoid jumping to conclusions.
- Be prepared to apologise if you have made a mistake.

Provide opportunities for the child to repair the problem.  
Don't present the child with an audience.  
Give cool off period out of the classroom.  
Stay one step ahead.

## **ANTI-BULLYING**

Bullying is a form of harassment, which prevents people from reaching their full potential because of the inherent inequality of where the child works or plays. Bullying is aimed at intimidating, undermining, coercing or humiliating the individual to whom it is directed. It includes actions, comments, physical contact or behaviour, which is found to be objectionable by the recipient.

Bullying may take the form of:

- Physical or personal abuse, either in public or private
- Using abusive language towards others
- Continually ignoring or excluding an individual

Bullying is complex and often difficult to describe by those affected and is under reported, because of the perception that it is trivial or because of embarrassment, which the recipients might feel.

### **Dealing with Bullying**

Children should feel that they can come to adults within the school and discuss situations confidentially.

Class teachers and support staff should listen sympathetically to the child and assure them that they are being taken seriously.

There are a number of ways in which bullying can be addressed.

- Talking with the recipient and giving guidance on how to avoid situations.
- Assemblies.
- Talking to a small group of children, asking them to take the recipient 'under their wing'.
- Use 'Circle Time' as a way in which children can discuss openly how they feel on the subject.
- Talk to the bully and find out why they are doing this and find ways of keeping them busy at appropriate times.
- Use of the consequences hierarchy.
- Contact the parents and enlist their help in modifying the behaviour.
- Use a concern box for children to air their concerns about others.
- Act as a mediator between bully and recipient.

Occasionally bullying situations occur on the way to or from school and although school cannot be held responsible for the behaviour outside the premises, obviously our school wishes to promote its positive ethos within the community as a whole. If the above methods have failed, the school will seek to work with local agencies.

**PSHE AND CITIZENSHIP- please refer to policy from 2010**

**EQUAL OPPORTUNITIES- please refer to Equality policy from 2016**

### **CRITERIA FOR EVALUATING SUCCESS OF THE SCHOOL'S BEHAVIOUR POLICY**

The governing body will evaluate the policy by considering the following success criteria.

- A positive working ethos in the school.
- Positive feedback from parents.
- Evidence of positive rewards in the classroom.
- Evidence of successful learning.

### **ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT PROVISION WITHIN THE SCHOOL**

Formal complaints should be made in accordance with the School's Complaints Procedure.

### **PARTNERSHIP**

a) With Parents

We have a home school agreement in which parents and children work with the school towards a common goal.

Parents should be involved in all levels of discipline to make it effective

b) With LEA

The school should liase regularly with the LEA to seek advice on how to handle unusual situations.

c) With Outside Support Agencies

We have regular contact with health, educational welfare services, school psychological service, Integrated Pupil Support Services and social services when appropriate.

**Ratified:**

**Signed:**

**Chairman of the Governing Body**

**Review date: July 2018**