

Behaviour Policy

Reviewed on: December 2016

To be reviewed: December 2017

St George's CEP School Wrotham Kent



Signed by: Mr N Townley
Date: 30/11/16

Position held: Chair of SIP / Curriculum

Signed by: Mr D Jones
Date: 30/11/16

Position held: Headteacher

Introduction:

DfE Guidelines have been taken into consideration in the formation of this policy. It should be read in conjunction with other related policies to establish the general mission, ethos and values of the school.

Rationale:

At St George's CE Primary School we believe that children thrive best in a well-disciplined caring environment. In applying an Assertive Discipline approach to behaviour management throughout the school, children are given an opportunity to modify their behaviour and take responsibility for their actions. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims:

- To ensure that appropriate behaviour and language are used throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline
- To prevent and deal with the effects of bullying

We believe that:

Every child has the right to learn, but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative teamwork and the school welcomes and encourages the involvement of the LEA, Governors, parents and others in the community.

Who is responsible?

All members of the school community - teaching and non-teaching staff, parents, pupils and Governors work towards the school aims by promoting essential British values through:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all respects of school life and recognising the importance of the different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other.

Whole School Approach:

At St. George's C of E Primary School we want to uphold the Christian values and continue to focus on 'Learning to Learn,' through the six R's: Resilience, Respect, Risk-taking, Resourcefulness, Relationships and Reflectiveness.

We are focusing very much on the positive and the children will still receive stickers, house points, dojos, achievement rewards, 'Golden Reward Time' and certificates for good behaviour. For exceptional behaviour, one child per term in each class will be chosen to receive the Achievement Cup.

In addition we are using a behaviour form; this will have 4 colour coded sections. The 'Green behaviours' which are the values which we promote at St. George's C of E Primary School, such as behaving well so that everyone feels safe, respecting people, treating them nicely, and looking after equipment and possessions.

Further to this there will be a progressive scale moving from Blue, to Yellow and finally Pink. This allows the children to understand the scale of inappropriate actions and behaviours within our school community.

Blue Behaviours

If a child refuses to do the learning that is set out by the teacher, or fails to take reasonable care of school equipment or others' possessions, or behaves badly towards another child.

These types of behaviours will be highlighted by the teachers and teaching assistants through a verbal warning then followed with a visual reminder. If the behaviour continues the child's name will be ticked and an appropriate sanction put in place eg missing part or all of their playtime to reflect on their behaviour, and make up any missed learning time.

Yellow Behaviours

If a child threatens someone, uses bad language, behaves impolitely and/or disrespectfully or refuses to do their work.

These type of behaviours follow the same format as for Blue Behaviours though the time they spend will be with a senior teacher.

Pink Behaviours

This will be extremely rare and can lead to either an exclusion or internal seclusion, where the child will be away from their Year Group for the day. A child will only receive this if they use violent behaviour, vandalise school property, behave extremely aggressively, fight or otherwise act in a physically abusive manner, show racism towards others, persistently bully or steal.

Record of Behaviour

A record of all detentions will be kept by class teachers. If a child receives more than five Blue and/or Yellow detentions over the course of a term, parents/guardians will receive a letter asking them to make an appointment with a senior teacher within school, to discuss their behaviour. However, teachers may have informal discussions with parents if they feel this would be helpful. Communication between child, parents and teachers is key to ensure we are all working together to create a positive learning environment for all.

If a child receives a pink slip parents/guardians will be informed straight away, or at the end of the school day. They may also receive a slip if a child has persistently shown inappropriate behaviour at lunch times.

Behaviour Management in Class:

Good planning for learning is the first step towards positive behaviour management in class. This involves clear differentiation, motivating and engaging children and building their self-esteem. Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious.

Children will be encouraged through positive behaviour strategies.

Each class teacher is to be responsible for determining rules, rewards and consequences with the class.

- ◆ Five rules should be sufficient.
- ◆ Children should be involved in discussing and determining rules.
- ◆ Rules should be positive.
- ◆ Rules should be displayed in the classroom and children reminded of them regularly.
- ◆ Children should be made aware of sanctions involved in breaking the rules, so that they have the opportunity to modify their behaviour.
- ◆ Children should be provided with positive rewards for good behaviour eg verbal or written praise, house points, certificates, free choice etc.
- ◆ Blank timetable can be used to identify any pattern in regular bad behaviour.
- ◆ Bullying whether verbal or physical is unacceptable and the child should be removed from the situation immediately.
- ◆ Playtime detention: Teachers should always remain in the class with children staying in.

Additional Behaviour Support

There will always be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point the child will be placed on the school monitoring SEN register and a range of strategies and resources will be considered.

It is vital that records are kept of all behavioural incidents. This helps to safeguard children and to build a full and accurate picture of their needs. (See Inclusion Policy)

Positive Handling/Reasonable Force

Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Staff would be expected to follow the Behaviour Policy in the first instance to manage an incident/challenging behaviour.

Wherever possible, assistance should be sought from another member of staff before intervening.

Physical intervention may involve staff:

- escorting a pupil
- shepherding a pupil away
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down

All incidents necessitating positive handling will be recorded and reported termly.

Lunchtime Behaviour

The St George's the 6R Rules should be referred to throughout the school day to promote positive behaviour. The specific displayed whole school rules should be regularly referred to. When children do not follow the rules, the midday supervisor will first give a verbal warning and may then send a child to a 'Thinking Area' for a period of time. This will be recorded and then monitored by senior management for patterns and trends. Any serious incidents will be referred to the Headteacher or senior teacher on duty and will result in exclusion from the playground the following lunchtime. Parents and Carers will be informed as necessary

Incidents of Bullying

Appropriate and responsible attitudes and behaviour will be fostered by the school's programme of Personal, Social, Health and Citizenship Education. Any form of bullying will not be tolerated and children are actively encouraged to tell an adult at school or at home if they are experiencing any problems or difficulties.

Bullying is not easy to define. However, bullying includes:

- Deliberate hostility and aggression towards the victim
- A victim who is weaker and less powerful than the bully or the bullies
- An outcome, which is always painful and distressing for the victim.

Bullying can be:

- **Physical** - pushing, kicking, hitting, and any other forms of violence, threats.
- **Verbal** - name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** - excluding, tormenting, ridicule and humiliation
- **Racist** - racist taunts, graffiti and gestures
- **Sexual** - unwanted physical contact or abusive language.
- **Indirect** - spreading unpleasant rumours

(See Anti-Bullying, Sexism and Racism Policy)

Bullying can take place in school, after school, or online.

Racist Incidents

Staff will always promote and celebrate the diversity of our school community. Racism of any description will not be tolerated.

(See Anti-Bullying, Sexism and Racism Policy)

Sexual and Sexist Bullying

Staff will promote equality at all times. Sexual and sexist bullying will not be tolerated.

(See Anti-Bullying, Sexism and Racism Policy)

Exclusions

Exclusion will only be considered after all possible strategies and resources have been explored.

Internal Exclusion

Internal Exclusion is used for serious incidents and is authorised by the Headteacher.

Internal exclusion means a period of time in school isolated from the school community. Parents and carers are informed.

Fixed Term Exclusions

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school.

The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.

A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

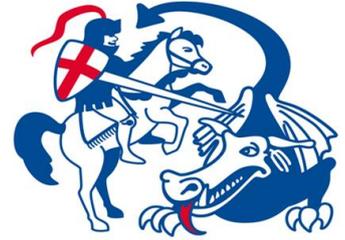
Permanent Exclusion

The Headteacher has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Headteacher may permanently exclude a pupil for persistent or serious misbehaviour. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion.

Appendices

- 1. The 6Rs**
- 2. Whole School Approach to Good Behaviour**
- 3. Behaviour Tracking sheet and teacher guidance**
- 4. Slip letters to parents**

Appendix 1: The 6 R's



Resilience

Resourceful

Reflective

Respectful

Relationships

Risk Taker

These are promoted through the characters from Winnie the Pooh stories. Each character represents one of the 6 Rs and have key features that demonstrate these skills.

Teachers are asked to add these to their lessons in terms of telling / asking which of the R's they used to achieve in their learning.

Appendix 2: Whole School Approach to Good Behaviour



GREEN We have a happy day if we:

Have a go at our learning	
Look after equipment and possessions	
Behave well so that everyone feels calm	
Try to understand other people	
Tell someone if we are not feeling ok	
Respect people and treat them nicely	
Spot when people are sad	
Enjoy our learning and playtimes	
Are helpful and do a job well	

BLUE We all feel unhappy if there are children in our class who:

Refuse to do the learning set by our teacher	
Don't look after equipment or possessions	
Behave in a way that upsets someone	
Pick on someone by saying nasty things	
Leave class without permission	

YELLOW You will be asked to have time out if you:

Threaten someone	
Use bad language	
Behave cruelly towards someone else	
Treat others impolitely or disrespectfully	
Keep interrupting learning	
Refuse to do your own learning	
Pick on someone or bully someone	

PINK You will not be allowed in our lesson if you:

Use violent behaviour	
Vandalise school property	
Behave extremely aggressively, abusively or fight	
Keep bullying	
Use racist words or behaviours towards others	
Refuse to exit the class after several warnings	
Steal	

APPENDIX 3

**ST GEORGE'S CEP SCHOOL
BEHAVIOUR TRACKING SHEET**



CLASS: _____

TERM: _____

Name	DETENTION GIVEN	DATE AND DETAILS
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

Please keep a copy of this in your Class Information File

APPENDIX 3 continued

Blue Behaviours

If a child refuses to do the learning that is set out by the teacher or doesn't look after equipment or possessions or picks on someone by saying nasty things they will receive a 'Blue Slip.' They will be given time to reflect on their behaviour and will have to make up any missed learning time. This is to be conducted within the classroom setting with the class teacher overseeing.

Yellow Behaviours

If a child threatens someone, uses bad language, are impolite and disrespectful or refuses to do their work, then they will receive a 'Yellow Slip' and will have time out of class, or will have to make up missed learning time during playtimes and lunch times with a senior staff member.

Pink Behaviours

This will be extremely rare and can lead to either an exclusion or internal seclusion, where the child will be away from their Year Group for the day. A child will only receive this if they use violent behaviour, vandalise school property, are extremely aggressive, fight or are abusive, show racism towards others, persistently bully or steal. This action needs to be done in conjunction with the Headteacher or Deputy.

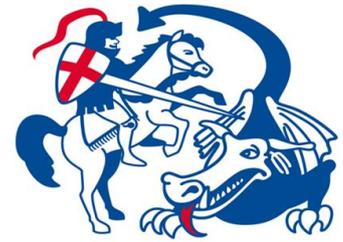
If a child receives five Blue and/or Yellow slips over the course of a term, you need to inform the Key Stage Leader or Deputy and the appropriate letter will be sent home to parents asking them to make an appointment with the class teacher and senior teacher within school, to discuss the child's behaviour.

If a child receives one pink slip the appropriate letter needs to be sent by the Headteacher so the correct course of action can be taken.

The first step towards positive behaviour management in class involves good planning. This involves clear differentiation, motivating and engaging children and building their self-esteem. Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious.

There will always be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs between the class teacher and SENCO. At this point the child will be placed on the school monitoring SEN register and a range of strategies and resources will be considered.

Appendix 5: Copies of letters to parents



Dear

Your child has received five detentions since the start of term on the (dates). The incidents have included (list incidents).

Please can you phone the school to make an appointment, as a matter of urgency, to see (Name of senior teacher). If this behaviour persists your child could be at risk of either internal or external exclusion.

Kind Regards

Mr D. Jones

Dear

Your child has been removed from class today for demonstrating pink behaviours outlined in our school's Behaviour Policy. Therefore (name of child) will be internally secluded from their class and will work elsewhere in school for a day.

Please can you make an appointment with a senior teacher within school, regarding his/her behaviour by phoning the school office as a matter of urgency. If this behaviour persists your child could be at risk of external exclusion.

Kind Regards

Mr D. Jones