



Behaviour Policy

Person Responsible	Miss S Fenn
Governor Responsible	Mrs J Cox
Date of policy	January 2013
Date of review	January 2015

Signed..... Date.....
(Chair of Governors)

Signed..... Date:.....
(Headteacher)

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Policy Rationale

This policy sets out the expectations of behaviour at Ethelbert Road Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise.

Our Mission Statement states:

“Aspire to Inspire”

AIMS (statement of behaviour principles)

At Ethelbert Road, we aim:

- To promote a happy, positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school’s expectations and strategies are widely known and understood.
- To work closely with parents, creating a successful partnership that reinforces the school behaviour

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote , through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

All adults are responsible for dealing with incidents in and around school. If in doubt they can refer to the Key Stage Leaders, Deputy Head or Head Teacher.

Role of the Head Teacher:

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children and staff in the school. The Head Teacher supports staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Parents:

The school works collaboratively with parents, so the children receive consistent messages about how to behave at home and at school. School rules are set out in the prospectus and we expect parents to read and support them.

We expect parents to support their children's learning and to co-operate with school, as set out in the home school agreement. We try to build a supportive dialogue between parents and the school, informing parents immediately if we have any concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, it is essential that the parents should support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of the Governors:

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Head Teacher about particular disciplinary issues. The governors should follow the normal grievance procedures in cases of complaint.

Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through the planning for the needs of individual pupils, the active involvement of pupils in their own learning and the structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Oral feedback, marking and record keeping can be used as supportive activities, providing feedback to the children on their progress and achievement. It is important that our children see that their efforts are valued and that they are making progress.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Our classrooms should be organised in a way which encourages the children to develop independence and personal initiative. Teaching methods should encourage enthusiasm and the active participation of all and develop the skills, knowledge and understanding that enable children to work and play together. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the matter.

Rewards:

Positive behaviour and good role models will be rewarded through a variety of strategies including praise, stickers and certificates. All classes use our 'Star of the Week' and celebration assembly to reward good academic and creative work, behaviour, effort and social attitudes. We realise the importance of an agreed whole school practice to promote and model the development of this. Each class writes and shares their own classroom rules. These are an affirmation of good practice rather than listing things we do not do. SEN children all have their own individual targets. Rewards are given for small steps on a regular basis.

Many children have charts to record when they achieve targets, usually on a daily basis to gain frequent reward.

All staff praise good behaviour when they see it happening.

The names in the box system is used to reward behaviour that is particularly good for that pupil.

Stickers are given for good behaviour.

Particular areas of good behaviour are periodically identified in Assembly and staff keep an eye open for good examples of that behaviour during the week.

Sanctions:

The approach that is taken encourages children to understand that their behaviour and actions can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive behaviour.

Staff are right to punish misbehaviour, but it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils should be avoided, as should the punishment of whole groups for individual acts should be avoided, ring leaders need to be identified and dealt with separately.

Sanctions may be put in place to deal with incidents and will include a variety of actions. Normally a straight reprimand is sufficient, but other sanctions may include:

- Verbal warnings given
- 'Time Out' from the class/ play ground where the incident has taken place
- Missing part or all of a play time or lunch time
- Non participation in extracurricular activities
- Referral to KS Leader, Deputy Head and when necessary Head Teacher
- Class Teacher/ Head Teacher may ask to see a child's parents
- Letters of apology
- Letter home to parents
- Internal exclusion for a set period
- Ultimately Exclusion (following LEA Guidelines)

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate them as contributory factors.

Time to discuss issues with children is important and may take place during 'circle time' and PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Where it is felt necessary, help from the Educational Psychologist and/ or Behaviour Support Team may be called upon through discussion with the SENCO.

Monitoring:

The Head Teacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of this policy.

The school keeps a variety of records of incidents of misbehaviour. The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Special Educational Needs:

Where the behaviour is such that the teacher has to alter her/his usual practice, s/he keeps detailed records over time. The SENCO is notified and if she agrees, the pupil may be put on the school SEN register for behavioural needs at the appropriate level. The pupil may join a social skills group to give extra support for their social development.

All pupils with special needs are discussed regularly at staff meetings to ensure consistency of handling.

IEPs for behaviour are drawn up when necessary. These clearly state rewards and sanctions that have been agreed as well as defining the behaviour to be dealt with.

Behaviour special needs are dealt with in accordance with our AEN policy and procedures.

Equal Opportunities:

Decisions made about pupils' behaviour are consistent, regardless of gender, race, creed, home background or ability.

Pupils with behaviour needs are treated consistently with pupils with learning needs as far as SEN procedures are concerned.

Pupils with behavioural needs/problems will have the same right of reply in incidents.

Health and Safety:

Pupils in danger of harming themselves or others are immediately removed from the situation to a supervised 'time out' near the school office.

Staff handling pupils behaving violently should take every care to protect other pupils and themselves from harm. All staff should be aware of Section S50A of the 1996 Education Act - contained in the Staff Handbook.

All incidents involving physical harm must be logged in the accident book.

In emergencies, staff should follow the 'panic procedures' at any time that they feel harm might occur or when they require support. The badge (adult assistance required cards) should be sent to the Headteacher who will then deal with the situation as appropriate.

Situations that increase the likelihood of poor behaviour should be avoided if possible. If this is not possible, pupils who respond adversely to known stimuli should be very closely supervised by a responsible adult.

As a last resort, governors may be asked to consider excluding a pupil who has had opportunities to improve and has had support provided if that pupil continues to constitute a real and regular threat to the well being of other school members.

Attention must be given to the environment of pupils with behavioural difficulties and steps taken to ensure that this provides appropriate positive stimuli.