



Behaviour policy

Date presented to Governors: Autumn Term 2017

Review date: Autumn Term 2019

Signed *Ms S Ward*
Headteacher

Signed *Mrs F Good*
Chair of Governors

Behaviour Policy

Rationale

Burton Pidsea Primary School is a calm, inclusive and orderly environment where all pupils can learn effectively; as such we expect high standards of behaviour from all pupils.

The school acknowledges good behaviour and promotes the continuation of such behaviour, following a clear and consistent code of conduct which is supported and adhered to by all members of the school community.

Excellent behaviour for learning is modelled, encouraged and valued as the route towards all pupils achieving their full potential.

This policy links closely with the e-safety policy and the anti-bullying policy and where incidents occur that involve bullying or cyber bullying, sanctions detailed in behaviour policy may be implemented.

Aims

We aim to:

- encourage and promote good behaviour
- share and agree what we (the school) consider to be acceptable and unacceptable behaviour
- establish and share understanding of class and school rules
- agree consequences when rules are broken
- establish a firm, fair and consistent approach across the school
- provide opportunity at each stage for children to make amends
- involve, when necessary, parents/carers at an early stage
- involve the pupils, encouraging them to take responsibility for their actions
- discuss with children in circle time and Values Assemblies the need for rules and the responsibilities that we each have to one another;
- be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour;
- employ a multi-agency approach wherever appropriate.

Responsibility and Roles

All staff are responsible for the behaviour of the children in their care but a whole-school approach means that any inappropriate behaviour seen by staff in any part of the school will be addressed.

We expect all members of the school to show mutual respect and care for one another, and follow rules which have been designed to ensure a safe and happy school.

Home School Partnership

We foster partnerships between home and school in developing self-discipline in the children, and creating a school-environment that complements and supports this. Our Home-School Agreement is given to all families who join the school. We ask parents to share its contents with their children in order to encourage positive, acceptable behaviour. Parents are also encouraged to share examples of their children displaying the school's values in return for Dojo points.

School Council

The School Council offers a pupil-voice in behaviour expectations. Members meet regularly and are given the opportunity to discuss and contribute ideas relating to good conduct and care of the school. They are encouraged to discuss strategies, rules, rewards and sanctions which will support this, thus giving children ownership of our policy.

Promoting Good Behaviour

We aim to provide and maintain a positive and happy working environment for all our children. In order to make the most of this, there will be a number of means within the school of rewarding and celebrating achievement and good behaviour, for example:

- 'Well done!' postcards will be sent home to praise a child who has done something exceptional.
- Lunchtime certificates will be awarded each week to those children who have displayed excellent behaviour at lunchtime.

In class:

- group and class rewards decided by the class teacher in conjunction with the children eg golden time, raffle tickets, stickers
- extra privileges in class e.g. giving additional jobs or responsibilities
- Class Dojo used consistently, feeding into team points to be celebrated at weekly Proud Assembly
- Class Dojo used to reinforce the school's values

In Proud Assembly:

- Dojo team points (the house with the greatest number of points at the end of the half term will receive a treat – watching a film, extra playtime etc.)
- Individual class certificates for notable achievement during the week (including lunchtime)
- Certificates & rewards earned out of school.

Rules and Consequences

All members of staff monitor children's adherence to rules. There will be reminders in assembly about the rules, rewards and sanctions.

Good behaviour should be demonstrated as:

- being polite and friendly
- being helpful and kind
- showing respect for peers and adults inside and outside school
- demonstrating self-discipline to follow rules, instruction and procedures
- showing respect for other people's property as well as their own;
- being able to work both inside and outside the classroom with appropriate application and noise-level
- moving from playground into school, and within school, without care and consideration for others.

Unacceptable behaviour would be demonstrated as:

- unpleasantness towards others
- non-compliance with requests from members of staff
- bullying, aggression, including kicking, hitting and name-calling

- creating a disruptive atmosphere
- prejudice of any kind
- use of bad/threatening language
- dishonesty
- disregard for personal property/building
- answering back, being argumentative
- disrespect

These lists are to be used as an illustration, and are not exhaustive

Maintaining good behaviour

Pupils respond well to the positive approach expected from all adults working in our school.

Everyone Burton Pidsea Primary School has agreed to:

- recognise and highlight good behaviour as it occurs
- ensure that any criticism is constructive
- model and explain behaviour as we wish to see it
- encourage children to be responsible for their own behaviour
- let parents know about their child's good behaviour
- reward individual children and groups of children for behaving well
- establish a friendly, positive and supportive relationship with the pupils in their care
- try to identify when behaviour problems are likely to arise, and where possible, try to deflect or modify the pupil's behaviour before there is a need to discipline them
- be clear, firm and polite about the behaviour boundaries
- know and use sanctions but avoid using them if a quiet word or reminder will do
- remain calm when speaking to pupils.

Support for Pupils with Behaviour Problems

Pupils are given guidance and support for their personal and social development from their teachers in lessons and assemblies.

A child in need of SEN support or an EHC will have a behaviour programme, this may take the form of a target sheet or diary and discussions will have taken place with parents who will be encouraged to take daily interest and reward positive behaviour. Challenging behaviour will be recorded and risk assessments carried out as appropriate.

- SEN support outside agencies will be involved via the Education, Psychological and Behavioural Service. Children at this stage or in danger of exclusion will have a P.S.P. - Pastoral Support Plan and may have a fixed term exclusion from school as part of their sanctions.
- Children with an EHC will have some adult support in order to focus their behaviour and to minimise the educational effect of their difficulties. This may include individual programmes set up between the pupil and the TA focusing in positive behaviours as much as possible.
- Pupils who are individual programmes should have their behaviour monitored by the class teacher in the first instance as their parents are by necessity already involved.

Sanctions

Occasionally children may not adhere to our school expectations for good behaviour, and show lack of consideration towards others. The agreed day-to-day procedure for this is:

- verbal warning to remind pupil of appropriate behaviour
- a second verbal warning and a reminder that they will have to move to another area of the classroom if they continue
- removal of pupil to a different location within the classroom (red dojo)
- if inappropriate behaviour continues, removal of pupil to a different classroom or Head Teacher's office for one session. They will have an additional sanction during a play or lunchtime where they will be expected to explain their behaviour in a letter to parents so that they are informed.
- any further consequences or sanctions for the child will result in contact with parents to discuss ways of working in partnership, helping the child to improve his/her behaviour.

In repetitive or extreme cases, individual judgements should be made as to the severity or persistence of the behaviour and appropriate action taken. The school will devise an individual behaviour programme which will help the child to modify his/her behaviour, in consultation with parents/carers.

Further strategies for pupils displaying challenging behaviour include:

- A Positive Handling Plan may be written to provide advice about which strategies the child responds well to and the key person for sanction.
- Pupils may be placed on report where they 'check in' with an adult before each session / playtime
- Pupils who require extra support are put on the behavioural register.
- At the concern stage their behaviour is monitored by the class teacher.
- Under certain circumstances we may adapt systems as appropriate for specific individuals or groups of pupils eg working in internal exclusion, modified timetables.

Support from external agencies to develop appropriate behaviour may be sought following discussion with parents/carers.

Lunchtime Behaviour

Responsibility for general school behaviour at lunch time lies with the Head Teacher. The Senior Supervisor and Assistant Supervisors, who work under the direction of the Head teacher, adopt a positive approach to behaviour using DoJo tokens to reward positive behaviours.

In the event of poor lunch time behaviour, the pupils may be:

- given a verbal warning reminding them to behave in an appropriate manner
- given a second warning and reminded that they will have to have time out of their play if they persist
- time-out period of 5 minutes and the allowed to re-join the activity/group
- sent to the Head Teacher to miss the rest of lunch time (the class teacher will be informed so they can use the red DOJO system)
- given firm warning about lunchtime behaviour and warned that on any following incident his/her parents will be informed.
- Serious incidents are recorded by the senior Midday supervisor and copies are shared with class teachers.

School Visits

Children working outside school are expected to maintain the same high standards of behaviour.

Clarity for Pupils

At the beginning of the school year teachers should discuss classroom and school codes of conduct, consequences and rewards with the children.

Consequences that could be implemented include:

- withdrawal of a privilege for a limited period of time
- letters of apology
- loss of privilege
- missing a break time
- completing work elsewhere or with someone else
- discussion with Head Teacher and parents/carers.

Serious Breaches of Conduct

Serious breaches of conduct are always referred to the Head teacher who will contact parents/carers to discuss their child's unacceptable behaviour.

- involvement in systematic bullying (also see Anti-Bullying Policy)
- being offensive to an adult/ member of staff
- physically hurting other another child intentionally
- fighting
- deliberately vandalising school property
- verbal abuse including racist, sexist or homophobic remarks
- Inappropriate use of social media (see E-safety policy)

Exclusions

It is the Policy of Burton Pidsea Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including specifically designed individual programmes (included in the body of this policy) to avoid such issues reaching the point of exclusion.

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the School.

Exclusion is an extreme sanction and is only administered by the Head (or, in their absence of the Head, the Deputy Head who is acting in that role). Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour:

- Verbal abuse to Staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Serious actual or threatened violence against another pupil or a member of staff
- Carrying an offensive weapon

- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.

However, should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the following recommended approach:

- The child will be excluded, initially for a fixed period of 1- 3 days.
- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chairman of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of East Riding County Council e.g. EWO
- The school will also work to put in place a support plan for the pupil on his/her return be this fully after the 3 days or in stages.
- The package will include input from staff at the school, parents, Educational, Psychological and Behavioural Support Team, EWO and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency eg the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following an exclusion, the child will be able to return to school and that the support programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing statutory testing (Key Stage 2 SATs).

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head Teacher, SENDco, Class teacher and other staff where appropriate.

It is School practice to have a readmission meeting with the parents on return to school, the Pastoral Support Plan will be reviewed. This needs to be agreed with the School, pupil and parents.

Internal exclusion from peers and year group with support staff is sometimes used as a means to reintegrate a pupil who has served an external exclusion.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

Please refer to the LA exclusions policy.

Please read in conjunction with the following policies:

- Anti-bullying policy
- Inclusion policy
- Safeguarding policy