

EVERSLEY PRIMARY SCHOOL



SCHOOL POLICY

Behaviour

22nd November 2016

Implemented:

Date for review:Autumn 2018.....

Eversley Primary School - Behaviour Policy

This policy has been produced following a review of our previous policy and reflects the views of the school community.

At Eversley Primary School we aim to:

- Provide a safe, secure and caring environment develop positive relationships
- Foster a family and community atmosphere
- Enable pupils to develop socially, personally and academically.

We believe that good behaviour needs to be developed carefully. Children learn best when they are clear about what is expected of them and when they are consistently encouraged to meet these expectations.

This policy explains:

- Our definition of good behaviour
- The benefits of good behaviour to all those who work within and visit our school
- How we promote good behaviour in our school
- How we deal with inappropriate behaviour, including exclusion. Bullying is dealt with in the school's Anti-Bullying Policy.
- How we deal with racist behaviour.

Our definition of good behaviour

At Eversley School good behaviour means that pupils and staff are:

- polite and friendly
- careful and kind
- helpful and respectful to each other
- calm and hardworking

Benefits of good behaviour

Pupils will:

- Learn in an atmosphere which promotes positive learning and achievement.
- Learn life skills which will help them to socialise in a wider world.
- Develop positive self-esteem.

Parents can:

- Expect their children to learn and achieve positively in a supportive environment.
- Expect their children to have positive self-esteem and essential life skills.

Staff can:

- Teach in an atmosphere which promotes positive learning and achievement
- Assist children in developing positive self-esteem and essential life skills.

How we encourage good behaviour

At Eversley Primary School we:

- Negotiate and display a set of positively phrased classroom rules with the pupils in each class (max. of five)
- Have clearly defined positive school rules (currently 3 – Respect, Excellence and Friendship)
- Encourage the children to actively follow the class and school rules
- Rewards for positive behaviour
- Allow pupils to make choices about their behaviour within clearly defined boundaries.

Our Whole-School Reward and Sanction System

- Can be negotiated with pupils and is easily understood and perceived as fair
- Is valued enough by pupils to reinforce appropriate behaviour
- Allows staff to track the progress of every child throughout their time in school
- Is hierarchical as well as rewarding individual pupils, groups of pupils and whole classes
- Allows children of different ages to choose rewards whilst maintaining an overarching system
- Is simple for staff to use with minimal recording
- Is easy for the staff and Head teacher to monitor
- Allows all members of staff to reward appropriate behaviour in a variety of settings e.g. the playground, assembly, corridors
- Can be shared and agreed by parents
- Has increased the number of sanctions available to staff.
- Celebrates consistently good work and behaviour.

To be effective the system must:

- Be simple and easily understood by pupils
- Encourage self-discipline
- Provide 'choice' for pupils
- Ensure that pupils are able to see the 'choices' they are offered
- Be easily monitored
- Provide pupils with the opportunity to earn back any privileges lost
- Allow staff to choose the most effective loss of privilege for individual pupils
- Not impinge upon curriculum time.
- Allow for differentiation for extremes of behaviour sometimes exhibited by pupils with social, emotional and mental health difficulties that impact on their behaviour.

The success of this policy depends on: ("The Scheme"):

- The careful selection of 'behaviour' groups within each class, ensuring that each group has a balance between pupils who find it difficult and those who find it easier to behave.
- Children are grouped according to the 'House' they are in, these are called, Balmoral, Windsor, Buckingham and Sandringham and are coloured red, blue, yellow and green, the children in each colour group do not need to sit together.
- Each pupil is given a credit card that corresponds to their House colour
- Rules that are negotiated, positively phrased, predominantly displayed and referred to.
- When children are 'spotted' keeping to the rules they are rewarded with credits that are stamps on their credit card or whole credit cards are given, pupils are praised.
- No reference is made to children who do not manage to earn credits
- Once children have completed a card they 'post' it into an agreed box to be counted at the end of the week and take a new card. Verbal credit cards can also be given and collated.
- 'Golden Time' activity choices are negotiated with the class on Monday.
- Golden Time is timetabled from 2.30 to 3pm each Friday. Other impromptu golden times may take place.

- Credit cards are counted at the end of the week. The children in the House with the most cards chooses which activity they would like to follow for the 30 minutes of Golden Time, then the group with the next highest total and so on.
- At the end of each week class totals are collected across the school and the House with the highest number of credits has their colours placed on the House cup and this is announced in assembly
- A number of incentive activities are run throughout the year where Houses can earn additional credits; these include staff and pupils and include sporting challenges, quizzes and creative activities.
- Weekly credits are added to running totals and these are displayed inside school and on the website.
- Pupils are presented with a bronze award when they have amassed 50 credit cards, silver awarded for 125 cards and those who manage to collect 250 credit cards are presented with a gold award.
- At the start of each term the class agree a target number of cards that they will together have completed by half term. If this is reached children are rewarded with a party, picnic, DVD or other class negotiated reward.

The success of the sanctions system depends on:

- Pupils being reminded that specific behaviours may result in the loss of Golden Time
- All children having a card with their name on, (the colour of their group) these are displayed in each classroom to use for movement on a Golden Time board
- If a pupil is behaving inappropriately the teacher will initially attempt to praise other pupils who are behaving appropriately whilst tactically ignoring unwanted behaviour, signal disapproval by using low level and non-verbal signs and then use a rule reminder.
- Level 1 - If a pupil does not respond to these strategies and continues to prevent others or him/herself from learning, then a first warning and a choice are given.
- Level 2 – if there continues to be no response the above would be repeated with the pupil given a second warning, pupils will be given an appropriate amount of time to correct their behaviour. The child's name will be placed onto 2nd warning golden time sanctions board.
- Level 3 – continued inappropriate behaviour would see the pupil having their name moved down the Golden Board leading to them losing 2 minutes of Golden Time
- The teacher at this stage will make it clear to the pupil what they must do to earn the time back, it is important that the teacher or any other adult, looks for every opportunity to 'catch' the child doing the 'right' thing to enable them to move their name back off the sanctions board
- Level 4 – failure to respond to positive reinforcement and support could see the pupil having their name moved further down the board and a loss of 10 minutes Golden Time, reminders should be continued along with further opportunities to earn the time back
- Level 5 – the pupil may be moved further down the Gold Time board to a loss of 15 minutes Golden Time. If they continue to demonstrate inappropriate behaviour. You may call the Behaviour Support Worker for support or intervention.
- If the pupil still fails to respond to a range of opportunities to promote positive results a yellow card warning should be given
- Further failure to respond will see the issue of a Yellow Card.
- During Golden Time the children who have their names on any stage of the Golden Time board, must miss the corresponding amount of minutes from the session

If children choose to behave appropriately they may also receive the following rewards:

- Praise appropriate behaviour verbally and non-verbally using behaviour specific feedback techniques
- Praise appropriate behaviour using written comments on children's work

- Use stickers, stamps and images to reward achievement
- Positive comments/achievements shared with others such as peers, staff and parents
- Display examples of achievement
- Opportunities to be 'the first' e.g. to go to lunch, get changed, choose a book etc.
- Extra playtime or special jobs/responsibilities
- Certificates or notes home
- Star/pupil/table of the day
- Use the Gold Book to record and celebrate exceptional achievement.
- Green card to be used to celebrate above and beyond good behaviour

Lunchtime behaviour

Pupils are expected to behave appropriately at lunchtime, just as they would at all other times in school, by following the hall rules, clearly displayed in the hall. If children persist in behaving inappropriately they will, in the first instance, be sent to the Midday Supervisor. Time out by standing away from activities and play may be given if there is poor behaviour on the playground. The Midday Supervisor will keep a written record of inappropriate behaviour. If the inappropriate behaviour continues the class teacher and behaviour support worker will be informed. In serious situations, the Deputy or Head teacher will be informed. If the behaviour persists a letter will be sent home reminding parents about the need for their child to behave at lunch time. A range of strategies will be used to support children who find lunchtimes difficult and this includes placement on another playground, activities inside school or attending Learning Mentor or Behaviour Support Worker lunchtime activity sessions. As a last resort, children may be excluded temporarily at lunchtime.

The Midday Supervisor will be informed of any pupils on Behaviour Support Programmes by their class teacher or the Behaviour Support Worker so that consistency of approach is maintained. CMP's are also filed in the staffroom for all staff (including MDA's) to read and support individual children.

Inappropriate behaviour.

Through the use of the credit card system pupils will understand that although our policy is to praise and reward good behaviour, inappropriate behaviour does have consequences. Children who continue to choose to behave inappropriately the following sanctions may be used:

- Positive reinforcement
- School or class rewards
- Non-verbal reminders and discussion with pupils
- Identification/modelling of acceptable behaviour
- Tactical ignoring
- Reference to school or class rules
- Contracts and reward charts
- Points systems
- Targets set
- Work with the Learning Mentor or Behaviour Support Worker
- Input from senior or SEN staff
- Informal contact with parents
- Reference to home-school agreement
- Home-school books
- Formal report cards
- sitting apart from peers/sitting quietly to regain composure
- staying in at playtime/lunchtime
- sending to partner teacher for limited time
- miss of a privilege e.g. extra-curricular activities

Unfortunately, this may not be enough in a minority of cases and it may be necessary to deal with persistent or highly inappropriate behaviour by:

- issuing a Yellow or Red Card
- If 3 yellow cards are received this will trigger a Red Card
- Sending to Deputy Head teacher to take appropriate action
- Sending to Head teacher to take appropriate action
- Senior member of staff meeting parents
- Discussing child's behavioural needs with SENCO and Head teacher and parents
- Drawing up a behaviour contract/programme with the child and their parents
- Attend a 'Drop In' session with a Specialist Teacher.
- Using the Provision Guidance Toolkit for support/evidence
- Withdrawal of privileges e.g. extra curricular activities.
- Excluding the pupil internally
- Excluding the pupil temporarily for the lunchtime period
- Excluding the child temporarily – followed by a re-integration plan
- Permanent exclusion is always the last resort and should follow an attempt to resolve inappropriate behaviour over a period of time.

However, if there has been a serious unprovoked physical or verbal attack exclusion may be the most appropriate sanction. Teachers may "fast track" children through the system for serious inappropriate behaviour.

Particularly challenging behaviour

Some pupils will exhibit behaviour which falls outside normal limits and in which they have limited or no conscious control. In normal circumstances these children will be already on SEN Support. They may need special provision which will be addressed in their One Page Profile. Outside agencies, such as the SEMH Team, Educational Psychologist, Medical Practitioner and CSS may be involved.

The safety of the pupil and of those working in the vicinity are paramount. If it is considered that the child or others are at risk (including adults), assistance should be sought immediately. These children are likely to have individual consistent management plans (CMPs) or other individualised programmes outside the remit of the usual behaviour management policy including the use of Yellow or Red cards. CMPs are given to parents and to staff working with the child. These can be accessed at all times in the central file in the staffroom or on the school staff shared area. STAR approach forms also need to be completed following an incident of particularly challenging behaviour and given to the Behaviour Support Worker.

Staff should ensure that they inform all members of staff of any special circumstances surrounding a behaviour difficulty. This is to ensure a consistent approach towards supporting their behaviour.

The following circumstances may cause children to exhibit "inappropriate" behaviour: bereavement, ADD/ADHD, syndromes, medication, epilepsy, diabetes, in addition to children at risk.

How we handle children

In an emergency teachers are allowed to use "reasonable restraint" to prevent a child from injuring themselves or others. When other strategies have failed, and there is a need to keep order and discipline, teachers may use "reasonable force" to remove a child from a situation. Physical contact and intervention should only be part of a continuum of care and control within the school. All teachers must be aware of their duty of care to pupils and should refer to the advice from their professional association regarding this matter. (If in doubt seek assistance from the Head teacher.) Some members of staff are trained in positive handling techniques.

How we deal with children running out of class/school

If a child leaves their class, an adult needs to inform a member of the Achievement Team. If a child leaves the school site without permission the Head teacher should be informed at once. If she is not available, then inform the office who will inform a member of the Senior Leadership Team.

Children should not be followed but monitored from a safe distance.

How we deal with racist incidents

No racist incidents or racial harassment will be tolerated at Eversley. Any incident of harassment or abuse of a racist nature involving any member of the school community will be reported and monitored by the Head teacher and governing body. Parents will be informed if their child is involved in a racist incident.

Restraint

We believe that physical restraint should only be used as a last resort. It is only used when dealing with a situation where a child is placing others or themselves into danger. We recognise there are times when restraint may be necessary and the school has a policy that sets out agreed criteria. Such situations are very rare and restraint is only relevant for the smallest minority of pupils.

Equality

Our procedures for managing behaviour are applied equally to all. All staff are expected to operate consistent systems of rewards and consequences. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Monitoring the policy

We all have a collective responsibility in monitoring the Behaviour Policy. In order to maintain consistency of approach the policy should be reviewed biannually.

Please read our school's Anti Bullying Policy for details of how we deal with bullying at Eversley.