



North Park Primary School

Behaviour Policy

Adopted by Governing Body October 2011

Review dates:
Oct 2013
Jan 2015

Reviewed and updated Feb 2015

Behaviour Policy

Introduction

"the most effective approach to disruption is one which is geared specifically to positive prevention the most effective ways of preventing disruption are long term in application and central to the organisation of each school."

DCC Procedures for Dealing with Disruptive Behaviour in School 1990

Education cannot proceed without an atmosphere of good order and discipline necessary to the effective learning of all pupils and the successful functioning of the entire school community. Good order and discipline are best thought of as being positive rather than negative and as helping the child succeed rather than as a punishment. Its purpose is to turn unacceptable behaviour into acceptable conduct. It should be realised that even in the best of schools children will "test the system" and some misbehaviour must be expected as part of the maturation process.

Aims

The main aim of the school is to promote positive, caring attitudes towards all members of the school community and to show positive regard for others, their rights and ownership of property. This is achieved by:

- 1) Having a school ethos which is one of friendly care, enabling staff to meet the needs of all children sensitively.
- 2) Consciously acting as role models, encouraging fair dealing and regard for others.
- 3) Teaching the Curriculum thoughtfully and sensitively with staff making appropriate provision in the classroom for children of all abilities so that they experience success.
- 4) Making pupils feel they are important as individuals and that their work is appreciated.
- 5) Praising children for their achievements.
- 6) Children are aware of and follow the UNCRC and the UNICEF Rights and Responsibilities.
- 7) Children being aware of the school behaviour policy, including rewards for good behaviour and any sanctions for misbehaving.
- 8) A system understood and followed by all staff consistently.

It is through success in the learning situation that children will develop self-esteem which enhances their attitude to, and behaviour in, school.

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Rights and Responsibilities

Our school behaviour policy incorporates teaching children about Rights and Responsibilities.

Each class develops their own Rights and Responsibilities charters according to their age and needs. These are progressive through-out the school and develop their understanding of Rights and Responsibilities through the use of similar language.

As a whole school the children have developed Rights and Responsibilities for specific areas and times, including lunchtime, assembly and playtime. These agreed charters form the main part of the school behaviour system and reinforce the main behaviour rules:

- Follow teacher instructions
- Be safe
- Keep hands and feet to yourself

The language of Rights and Responsibility is embedded in all aspects of school life.

Positive Reinforcement

Positive behaviours will be acknowledged by all staff, e.g. polite manners, helpfulness etc.

A variety of reward systems are used by staff, depending on the age of the pupils.

Rewards may include:

- Stickers
- Certificates
- Stamps and leaf system (family groups)
- Smiles, stickers and certificates (hard work)
- Star of the week (celebration assembly)
- Caring cup
- Being sent to other teachers and Head teacher to show work or with note of praise
- Other in class rewards

Children who, in the opinion of their teacher are deemed to have made a real effort to improve their behaviour will receive a merit certificate for improved behaviour.

Certificates are handed out at an end of term ceremony, where the whole school recognise individual children's achievements.

During lunchtime the rights and responsibilities are reinforced by the supervisory assistants and staff on duty.

Monitoring School Behaviour

Each member of staff can award children stamps in a family group file, when they see children following our rights and responsibilities decided by the children. These stamps build a picture of good behaviour seen in and around the school through-out the week. The Family Group with the most stamps is rewarded during at the end of each term with their own chosen treat. Those pupils who regularly demonstrate positive behaviours will be rewarded as 'Good Citizens' in half-termly award assemblies.

Staff monitor and record behaviour of pupils in the individual child records and, when

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necessary, in the SEN Register. Staff are also responsible for ensuring and behaviour report system is applied consistently.

Sanctions and support for poor behaviour

From time to time children fail to behave in an acceptable manner. On these occasions there are a series of consequences. On most occasions unacceptable behaviour can be dealt with by the class teacher but if this behaviour persists other members of staff may become involved. Detention at break time and missing golden time can be used by staff as sanctions.

Level	Staff Guidance
1 - Warning	Verbal warning
2 – Written warning	Recorded in teacher book/cloud etc. the child may miss a short period of their breaktime, if necessary (detention)
3 – Removal from class/situation	If there is another incident in the same day the child will be sent to Mrs Henderson (or Mrs Monk if necessary) with a note. The child may be: <ul style="list-style-type: none"> • Spoken to and returned to class • Kept in Mrs Henderson’s class for the rest of the session (or another teacher by prior agreement) • Told they have lost privileges, e.g. playtimes/ lunch break (detention)
4 – Involvement of Head teacher	A child will be sent to Mrs Monk if <ul style="list-style-type: none"> • Their behaviour has not improved after being out of class • The incident is serious enough to warrant Headteacher involvement • They have been sent to Mrs Henderson more than three times. <p>This will result in pupils being put on a report card – a means of monitoring behaviour in all sessions (lessons, break and lunch). Children may lose privileges such as clubs, trips and special events. Children may also be kept in at break/lunchtime. Parents will be informed.</p>
5 – Contact with parents	Mrs Monk or Mrs. Henderson will contact parents to seek their support in developing a behaviour modification programme. E.g. use of a report card, use of behaviour diaries, regular behaviour reviews, special arrangements for arrival/leaving school, etc.
6 - Exclusion	A last resort but is sometimes necessary. Exclusion can be for a fixed term or be a permanent exclusion.

There may be occasions when, because of the severity of poor behaviour, children move immediately onto stages 3, 4 or 5.

Regular monitoring and review of behavioural difficulties by staff aid early identification of specific problems and facilitate the formulation of positive strategies to help the individual child (in consultation with the head, class teachers and parents). Behaviour data and information about Individual Behavioural Modification Programmes may be relayed to staff at regular staff meetings where they may be discussed.

The school behaviour policy applies when the children are off school premises on any educational visit. The school may also discipline pupils for bad behaviour outside of school where it is reasonable to do so. An example of this could be children arriving and leaving school or on the journey home.

If a child displays persistently negative behaviour, or behaviour which is dangerous or poses a real threat to others, the child will be referred to the head teacher (or, in her absence, the DHT). The child's behaviour will be discussed again, explaining why the child's behaviour is unacceptable, explaining school rules, etc, in a way the child can understand. Again every opportunity will be given for the child to start afresh displaying acceptable conduct. It is always emphasised that it is the poor behaviour that is not liked, not the child.

Where a child's behaviour is cause for concern the Head Teacher may request an interview with the child's parents. During the interview the child's behaviour is discussed and a suitable Behaviour Modification Programme suggested that will work between the home and school. Again, Individual Behavioural Modification Programmes emphasise a more positive than negative approach, ensuring that the individual pupil feels appropriate behaviour is a possibility rather than an impossible task.

Additional support

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required. .

- Inside school the SENCo teacher may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom.
- Teachers may monitor behaviour using Behaviour Tracking Sheets. These highlight areas giving cause for concern and can form the basis for target setting. We may also sometimes use a home school diary so that the children can start to understand that home and school work together to solve problems.
- It is school policy to place children on the Special Needs register and for an individual behaviour plan to be developed when behaviour gives rise to serious concern.
- It may be necessary in some cases, to offer further support using school SLA with Behaviour Support Services and Crisis Response. A request a visit from the Educational Psychologist may also be considered so school can use his/her expertise in dealing with children whose behaviour is causing concern. In extreme cases exclusion may be considered.
- Other expert advice may come from EWO/Social Worker or Police
- In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are becoming a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove them to another setting. Decision to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents.

Exclusion

If all strategies fail and a pupil still behaves in an unacceptable manner or a pupil is endangering other pupils, themselves or an adult it may be necessary to exclude the pupil. For pupils who have been excluded for more than 2 periods within a term the Governing Body may decide to offer the parents a contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

Procedures following fixed term exclusion

1. Exclusions up to five consecutive days – work should be set and marked by the school. During this period the parents of the excluded child must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.
2. Exclusions for six consecutive days or more – the school has a duty to provide suitable full time education provision from and including the 6th day of the exclusion. We have an agreement with the local comprehensive schools that we can use their facilities to accommodate pupils. A member of staff from our school will accompany this pupil.

Procedures following a permanent exclusion

It is the responsibility of the school during the first five days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.

Parents

The school aims to continue the supportive and positive links between home and school and try, wherever possible to accommodate the personal needs of parents so that consultation, discussion, and advice, etc, is always available. Staff are happy to be approached about worries parents may have concerning their children.

Where a child's behaviour in school is found to be causing concern his/her parents are contacted and actively involved in determining a suitable approach to the individual child's behaviour.

Parents have been informed of the school working towards achieving the UNICEF Rights Respecting Award and have been invited to join the Steering Group.

Governors

School governors play an active part in the positive ethos of the school in showing positive care and ensuring just and fair dealing in all circumstances.

Staff Development

Staff are actively encouraged and supported in attending appropriate training courses organised by the LA, colleges, schools and other reputable bodies.