

BEHAVIOUR POLICY FOR CHEWTON MENDIP C.E.V.A. PRIMARY SCHOOL.

Rationale.

As a school we feel that it is important to promote a caring and supportive environment where everyone feels safe, secure and respected.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum.

We encourage all parents to work in partnership with the school to address any concerns they may have about behaviour. In order for sufficient time to be given to the discussion and any background information obtained, parents must make an appointment via the school office with the appropriate person.

Aims:

- To promote a positive school ethos.
- To ensure consistency and care.
- To be fair and to be seen to be fair
- To treat everyone (pupils, parents and staff) with respect; by this we mean being polite and using good manners.
- To build positive self esteem in our children.
- To provide planned activities which motivate all to learn academically and socially.
- To have clear expectations with strategies to ensure that they are met.

Objectives:

- To enhance self esteem
- To establish a clear code of behaviour.
- To help children make informed choices and decisions.
- To help children to become self-disciplined and responsible for their own actions.
- To develop independence in all areas of learning and school life.

Code of Behaviour:

Our class expectations are clearly displayed and referred to regularly by staff with the children. The children set and review their own class's expectations

We are a caring school. We will: -

1. Treat all the children and adults in the school fairly and with kindness.
2. Work as hard as we can and always do our best.
3. Be clean and tidy in our behaviour and appearance.
4. Always be honest.
5. Look after our own, the school's and everybody else's belongings.
6. Take care of our school buildings, property and grounds.

Policy into practice.

The school environment.

By all members of the school community working together we will endeavour to maintain a positive school ethos in all areas of a child's development through:-

- Doing our best to ensure that the school is an interesting stimulating place to be.
- Providing opportunities for social and academic success.
- Recognising relative as well as absolute success.
- Valuing all our children regardless of ability or background.
- Being friendly, 'human' and treating our children as individuals.
- Promoting an open, welcoming, stimulating, caring and supportive climate.
- Nurturing mutual respect amongst children and adults.
- Respecting and caring for the physical environment making it stimulating, clean and welcoming.
- Involving children in caring for the school environment.
- Setting clear expectations about behaviour in school and communicating these to the children.
- Ensuring a consistent application of rules, rewards and sanctions.
- By providing interesting and stimulating grounds to keep the children occupied at break times.

We will actively promote good behaviour through the curriculum by:-

- The children being involved in setting the whole school and class codes of conduct
- Good classroom management and organisation.
- A clearly planned curriculum, which stimulates the children, motivates and sustains interest.
- By differentiation to ensure that all abilities are catered for.
- Displaying work to show that it is valued.
- Making the purpose of lessons clear to the children with clear expectations of their contribution.
- Ensuring that the children are always fully engaged and not free to 'roam'.
- Children understanding that "actions have consequences"

Target setting.

Children and staff use individual and whole class target setting to highlight areas for development and improvement. Targets to improve behaviour may be set for individual children if it is felt that this would be appropriate (this may involve writing an Individual Behaviour Plan in conjunction with parents and outside agencies).

Rewards in school.

It is crucial that we all take every opportunity to be positive with children. It is important that we recognise, reward and celebrate good behaviour. Accordingly every class has its own systems of rewards.

Rabbit Class (Reception and Year 1)

The rewards given vary according to the situation. The class teacher approaches the whole day in a positive manner.

Rewards used are:- stampers on work, smiley faces, peer praise, verbal praise and non-verbal praise (eg smiles and thumbs up), stickers, rainbow awards, certificates.

Hedgehog Class (Years 1 and 2)

Rewards used are:- stampers on work, smiley faces, peer praise, verbal praise and non-verbal praise (eg smiles and thumbs up), stickers, rainbow awards, certificates, dojo points.

Badger Class (Years 3 and 4)

Dojo points are allocated to children for specific, positive behaviour and effort in their learning. (Parents receive an immediate notification of this on their mobile devices.) A wall chart allows children who demonstrate positive learning behaviour to move up the chart to aim to be a 'Brilliant' or 'Amazing' Badger, which allows them to be put in the raffle to be crowned 'Badger' of the day. On a Friday 'Amazing Badgers' may be invited to attend 'Friday Fun Club' and if they qualify for this three times in a term they are rewarded with a Golden Ticket for a reward activity at the end of term.

Squirrel Class (Years 4 and 5)

Written comments, stickers, table points, verbal praise and non-verbal praise, certificates, class leader of the day. Class dojo points and a system of reward belts to redeem the points.

Fox Class (Year 5 and 6)

Y6 - Star responsibilities in class and around school,

Y5 & 6 - personal stars/well done comment stickers, personal target setting, verbal praise (teacher, TA, peer), through marking (teacher, TA, peer), dojo points.

Whole school celebration of success.

Weekly 'special' awards in the form of a certificate are awarded to those who have made a special effort in their work or their behaviour.

Staff may also be awarded a certificate in recognition of specific tasks they may have done and help provide positive role models for the children.

Additional playtime may be awarded to a class or group who have done well.

Head teacher awards are given to children, classes or adults who have done especially well.

Regular Circle Time provides a forum for Personal and Social Education, providing the opportunity for the children to highlight good behaviour, discuss personal concerns or problems related to school, it is also used to develop positive attitudes and self esteem.

Golden Time

Golden time is earned through high standards of behaviour it not necessarily a weekly event. In Badger Class it is called 'Fun Club Friday'.

Avoiding problems.

Problems with behaviour are more likely at certain times of the day, times of the year or changes in routine, normally when children are not actively involved in the classroom.

Types of misbehaviour.

We recognise that children display different kinds of behaviour, which can be organised into four groups; -

1. **Challenging.** Children who display this level of behaviour may be on task for a large percentage of the day but can greatly disrupt for the remainder of the time. These children will be considered as having special needs and an Individual Behaviour Plan will be put in place, which will be reviewed, termly with parents. If the child fails to respond to intervention outside agencies such as the Behaviour Support Team or Educational Psychologist will become involved. In extreme circumstances exclusion from school on a fixed term or permanent basis will be considered.

Physical restraint will only be used if the child is in danger of hurting him/herself or others (please refer to the Restrictive Physical Intervention policy for further information).

2. **Disruptive.** These children may require a great deal of the teacher's time and attention and prevent others from working.

3. **Irritants.** Such behaviour is not always noticeable but very good at bothering others. Irritants constantly do small things to annoy others. Such behaviour can wear away at the nerves of everyone else in the class.

4. **Under achievers.** These children are often prevented from working by other children and are unable to keep on task for any length of time.

Sanctions

Most of these behaviours will be dealt with by the classroom teacher in a manner appropriate to the child and the misdemeanour.

Rabbit and Hedgehog Class

All children's names are on the sunshine picture. A verbal warning is given, then if a further warning is given children move their name to the cloud. If they do not correct their behaviour they move their name to the rain cloud and either part of the next activity or break time is missed.

Badger

The wall chart in the class also reflects sanctions and children move their name down in the following order: verbal warning; lose 5 minutes of play; lose 10 minutes of play; work in another class. The children have the chance within lessons to move back up the chart for more positive behaviour.

Squirrel & Fox Class

The children are given three warnings (names may be written on the board to avoid an interruption to the lesson flow) and golden time is missed or community service undertaken.

Challenging behaviour needs rigorous monitoring. In order to deal with behaviour effectively it is important that we try to understand the reasons for it. **Incident charts**

must be kept by all involved for those children who display challenging behaviour to help find the triggers that cause it.

In rare circumstances, physical interventions (including restraint) may be used to prevent injury to a child or adult or damage to property. (Education Act 2006 Section 93, school staff have the legal power to use reasonable force. Reasonable force may be used to prevent a pupil from committing an offence, causing personal injury to themselves or others, causing disorder or damaging property.)

It is important to remember we only label the behaviour NOT the child. The child is not bad but has chosen to behave in an inappropriate way. We talk about the behaviour choices they had available to them in a situation and discuss the fact that they make the wrong choices.

Some examples of the materials which are available to support this work in school are:

-

Bill Rogers book on Behaviour Management

'The box of Feelings'

Jenny Mosely 'Circle Time'

NSPCC materials.

There's a Volcano in my tummy.

Anger Management DVD

Unacceptable behaviour.

Certain behaviours will not be tolerated. These could include the following:

- Violence e.g. fighting
- Bullying
- Harassment (racial or sexual)
- Rudeness to adults
- Bad language
- Vandalism.

Any child who finds itself on the receiving end of any of these behaviours must seek the help of an adult.

School sanctions will be applied to children displaying any of these behaviours.

Sanctions.

- Miss break times and lunchtimes for a day
- Miss golden time
- Miss lunchtime play for a week, useful jobs (community service) will be found to do in school away from peers.
- The child may be sent to another class to work so that the disruption is minimised.
- The child may be sent to the Head teacher to work or to be spoken to.
- Parents are contacted to explain the situation with the aim of working together to put into action a behaviour modification programme.
- Exclusion for one or more days. This can be imposed immediately if the behaviour is severe, e.g. harming a member of staff or another child.
- Permanent exclusion will be used as the last resort.

We adopt a Whole School Approach when dealing with challenging children. The child has to learn how his/her behaviour is affecting others. That there are other, better, behaviour choices to make and provide help to enable the child to make these choices. We have to teach them how to repair and rebuild. We view each day as a fresh start for the child recognising that for some children a written log will need to be maintained of behaviour problems.

Every pupil and family signs a copy of the Home/School Agreement which clearly details our expectations for behaviour.

Malicious Allegations

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage. Malicious Allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made. In such cases, parents will always be informed of their child's behaviour, and sanctions applied

Bullying.

As bullying occurs throughout our society, we need to clarify what we mean when we refer to "bullying behaviour" in school.

We see bullying as a wilful, conscious desire to hurt, threaten or frighten someone. This may be physical, verbal or indirect, e.g. spreading unpleasant stories or excluding someone from a social group. This behaviour may be repeated over a long period of time and it may be difficult for victims to defend themselves.

Bullying can be carried out by individuals or groups.

Bullying has certain characteristics. It usually involves children who: -

- Are bigger and stronger than average and older than their victims.
- Have a strong need to dominate and often act impulsively.
- Are often aggressive towards parents, teachers and siblings.
- May get pleasure from others' pain, fear or humiliation.

Boisterous play becomes bullying when it spoils other children's activities, when violence and hostility is shown or when there is rough intimidatory behaviour.

Every fight or quarrel does not constitute bullying.

"If two pupils of equal strength have an occasional fight or quarrel, this is **not** bullying"
(Bullying: Don't suffer in silence" DFEE, HMSO 1994)

Dealing with bullying.

When dealing with incidences of bullying we must take time to talk through the situation with the aggressor and the victim usually working with them together so that the victim can explain how he/she is feeling. Support for the victim must be given to prevent reoccurrence; the parents must be involved to know what action has been taken to support their child. A behaviour modification plan will be put into place for the bully involving the parents and the child. **It is important that we do not "bully" the aggressor.** All the staff will be informed of bullying incidents to ensure that full support is given to the victim and that all are involved in monitoring the behaviour of the bully to ensure that it is not repeated.

Parents who have any worries about their child being bullied (or showing bullying tendencies) should contact the class teacher in the first instance.

Exclusions.

Each individual situation will be investigated according to need. The Headteacher will gather evidence; seek the opinions and advice of colleagues. A full picture of the situation will be gathered.

Fixed term exclusion.

These will be given if persistent inappropriate behaviour continues or if a serious offence could by itself justify a pupil's exclusion.

- Violence towards another pupil or member of staff.
- Swearing at an adult.
- Racist verbal abuse
- Sustained bullying.

We hope to avoid exclusions by working with the child and parents to put into action measures to lessen or modify the behaviours.

- Behaviour causing concern will be assessed and triggers or antecedents noted wherever possible.
- Individual programmes will be planned to help modify the inappropriate behaviour.
- Parents will be invited to discuss their child's behaviour and agree a way forward with the school.

- A risk assessment will be carried out for those children who may need restrictive Physical Intervention. Staff will attend training to ensure that correct procedures are followed ("Team teach")

Permanent Exclusion.

Only given for a very serious matter. Only the head can issue a permanent exclusion or a named deputy if the head is out of school.

The head can permanently exclude if she/he is sure that:

- The pupil has seriously breached the school's discipline policy.
- If the pupil remains in school it would seriously harm the education or welfare of the pupil or others in the school.

DfE Guidance must be followed "Exclusion from maintained schools, Academies and pupil referral units in England"

Notifying parents and the LA.

An exclusion letter and advice can be found in SIMS. Copies of letters sent home must also be sent to the named contact at the Mendip Partnership School or e-mailed.

An incident book must be kept in school.

Reviewed May 2016
Reviewed June 2017
Reviewed April 2018