

# Park Street C of E Primary School & Nursery



## Behaviour Policy

Version	1.0
Name/Department of originator/author:	Rawdon McDonough
Name/Title of responsible committee/individual:	Effectiveness Committee
Date issued:	December 2015
Review frequency:	Every two years
Target audience:	All staff, governors

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	18/12/2015	Approved by Headteacher
V1.1	02/02/2016	Approved by Headteacher
V1.2	Spring 2017	Approved by Headteacher

**Background to the Behaviour Policy**

Our school provides a safe and structured environment in which teachers can teach and children can learn and demands that:

- All pupils show respect and courtesy towards teachers and other staff and towards each other
- All parents encourage their children to show respect and support the school's authority to discipline its pupils
- The head teacher helps create a culture of respect by supporting the staff to discipline pupils and ensures that this happens consistently across the school
- The governing body and head teacher deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- Every teacher (with the support of the Senior Leaders) will be good at managing and improving children's behaviour.

At the heart of our Behaviour Policy are our school values. All members of the Park Street C of E Primary School and Nursery community are committed to promote these values on a day to day basis.

**Aims of this Policy**

- Reflect the Christian ethos of our school.
- Ensure the emotional and physical safety of all members of our school community
- Maintain an ethos which is caring and free from any form of violence or harassment
- Define our clear expectations
- Provide equal opportunities and fairness for all
- Provide a feeling of safety and security for all children
- Ensure a consistent approach, by everyone, in following our strategies and systems
- Recognise that all members of the school community are responsible for the positive behaviour of all children
- Develop and foster in our pupils
- Self-confidence and self-esteem - showing pride in themselves, their achievements, interest in their activities and pride in their school
- respect for all individuals and a growing awareness of the needs of others. - respect and tolerance for others' ways of life and different opinions

- sensitivity and consideration for others - rejecting bullying and all forms of violence
- a sense of fairness and an understanding of the need for rules
- self-discipline, independence and determination
- taking responsibility for their actions and the outcomes of them
- respect for others' property
- respect for the environment
- courtesy and politeness

## **Philosophy**

Our school aims encapsulate what is expected of everyone in the school. They are displayed around the school and in each classroom.

Class teachers draw up particular rules with their class in keeping with this Behaviour Policy and the School Aims, as appropriate to the age of the children, and display them in the classroom.

We want to learn and always do as well as we can.

2. We want to understand more about God and how He wants us to live.
3. We will love and care for each other
4. We will look after our world and everything in it

## **How do we promote positive behaviour?**

We aim to achieve this through:

- The use of positive praise
- The 'Rainbow Book' based on rewards for positive behaviour
- In FS and KS1 our 'Rainbow Walls'
- Our PSHE programme
- Our Collective Worship connected with our school values - assembly themes help to nurture the values underpinning this policy and can be developed with individuals, groups or classes as appropriate.
- Positive behaviour chart in classrooms (All children to be shown. Children can be removed from the list if they are not showing the appropriate behaviour)
- House System for KS1 and KS2. Scores are announced in celebration assembly and recorded on house board in the hall.

Rewards can take the following forms:

- Verbal praise.
- Written praise on children's work.
- A 'smiley' face, star or sticker. (Teaching and Midday Staff select a range of stickers each term from 'School Merit Stickers').

- Achievement cards or certificates.
- Celebration Assembly
- Rainbow Reward Time
- Involvement of parents - e.g. reading/homework diary, verbally
- Referral to Assistant Heads or other staff
- Referral to the Headteacher – receiving a Headteacher’s Award or other sticker from the Headteacher
- ‘Rainbow Bricks’ in Foundation Stage and in KS1
- Housepoints and Rainbow Book/bricks in KS1 and KS2

### **Duties under the Equality Act 2010**

In accordance with the Equality Act 2010, the behaviour policy sets out that all pupils, regardless of race, disability and gender, both behave in a positive and thoughtful manner in line with the policy, but are part of a community whereby other pupils and adults behave in a caring and thoughtful way towards them and that there is no prejudice and discrimination regarding how pupils behave with different pupils. Moreover, the policy seeks to ensure that all pupils have equal and fair access to receiving rewards (and sanctions), appropriate to age.

### **Reward Time**

This is introduced at Y1 and is used throughout KS1 and KS2.

It lasts approximately 20 minutes, during which time children can choose an appropriate activity

Class teachers can remove 5 minute blocks of time for breaches of the School Aims/ Class Rules, after a warning

Children can earn the time back in 5 minute blocks

If a child loses 10 minutes or more in consecutive days, then they should not be allowed to gain time back (KS2)

### **Behaviour in the Playground**

The following strategies apply especially to playground activities.

- A simple ‘stop’.
- Time out from the activity
- Walking round with the teacher or supervisor.
- Confiscation of the offending ball etc. - can be returned at the end of play or passed to the class teacher and kept for an appropriate period.
- Referral to the Key Stage leader / Assistant Head / Head
- Sitting in the hall or outside the office to reflect and write about behaviour
- All unacceptable behaviour to be logged on the SIMS portal.

### **Sanctions**

The following sanctions can be used:

- Verbal reprimand

- Change of seat
- 'Time Out'
- Sending to another teacher or class
- 'Punishment fitting the crime' - e.g. cleaning tables when written on
- Withdrawal of play and lunchtimes
- Repeat work at playtime or at home for poor work effort
- Loss of Reward Time
- Referral to the Key Stage leader / Assistant Head first who may then refer it to the Headteacher

### **Low-Level Disruptive Behaviour in Class**

The following set of progressive consequences can be used in class to address low-level disruptive behaviour during one day:

1. Verbal warning and a reminder of Rainbow Expectations
2. Rainbow time removed
3. Time out in class for 5 minutes
4. Sent to a paired class for the remainder of the lesson
5. Internal exclusion during breaktime and or lunchtime
6. Sent to a member of SLT for the remainder of the morning or afternoon

### **High-level Behaviours in School**

Firstly, all incidences will be investigated fairly and without judgement or assumptions. If after finding out all of the factors, it is clear that the following behaviour types have taken place towards another child: physical aggression or verbal aggression then the member of staff may apply either of the progressive consequences from steps 3 to 5 depending on the severity.

### **Children with SEND**

All school policies apply to all children regardless of their age, additional needs or personal circumstances. However, it may be appropriate to liaise with the Special Educational Needs Co-ordinator and to develop a Pastoral Support Plan (PSP) so that an individualised plan is developed and implemented so to overcome any potential barriers to learning and behaviour. Staff will also liaise with external agencies to ensure that their educational needs are met and that reasonable adjustments are made in order to ensure that the child is successful in school. With this in mind, the PSP may supersede the behaviour policy so that staff are able to take in to account the educational needs of the child.

### **Involvement of parents**

- We will involve parents as early as possible and keep them fully informed.
- We will walk down to the gate with the children as often as possible (KS2) in order that parents can easily communicate with us. In FS and KS1

communication will take place at the classroom door at the end of the day or in the playground before school in the morning.

- We will inform parents about good behaviour whenever possible.
- We will inform parents if any rainbow time has been lost during the week ,either verbally or through the use of the homework diary
- We will inform parents if their child is nearing a more serious sanction

### **Record- Keeping and Communication**

Effective communication and consistency by all staff are essential.

Members of staff will share significant and or persistent behaviour incidences with both sets of parents, e.g. parents of the victim and parents of the child involved in the incident.

All significant and or persistent behaviour incidences are logged on the SIMS behaviour log.

Our behaviour policy is on our school website.

### **Dealing with Problems**

All staff have received the 'Step On' Behaviour Training (November 2015) recommended by the Local Authority.

At no time will staff feel that they have to deal with any situation, in which they feel vulnerable, alone. They will send for someone. The "Help Now" bats or cards are used to summon immediate help. Staff will follow the guidance in 'Protocol to Prevent Allegations Against Staff' [September 2014].

Depending on who is teaching/supporting a child known to display challenging behaviour, the staff responsible will be provided with safer-handling and de-escalation training. Therefore, staff will be confident in handling children safely if required as well as how to de-escalate any potential dangers to the safety of the child themselves, their peers and all members of staff.

### **Strategies to support the health and safety of all pupils**

There may be occasions when a member of staff needs to remove the class from the classroom due to the violent or disruptive behaviour of a particular child. If this happens, then a member of staff will take the class to a safe location within the school (e.g. the library, hall or bandstand) where the lesson can continue in safety. A member of the SLT will be informed immediately. The individual child will be left within the room but visible contact will be kept at all times. There will be no engagement with the child until they are ready to follow the steps laid out by the class teacher or member of the SLT. If class materials have been removed or changed from their normal position, then the child will be requested to return everything to its correct position. Further sanctions will be discussed and decided by the member of the SLT and class teacher. If this behaviour becomes extreme or threatens the safety of pupil or staff then physical restraint will be used as a last resort.

### **Referrals**

If persistent disruptive behaviour is observed, then that child will be referred to the SEND co-ordinator. This may lead to an observation being made by one of the LINKS

team (The St Albans Behaviour Team). They will assess the child and undertake a meeting with the class teacher and a member of the SLT if appropriate. From this meeting, a series of sessions may be set up for the child to help the child deal with their behavioural issues. This will involve an initial meeting with the child and parents before the individual and group sessions begin. Parents are kept informed during the process and are required to participate with the home activities that are set up. A review meeting is organised at the end of sessions. If further outside help is needed then the local Primary Support Base will be asked to make an assessment. They will either then send a worker to work with the child in school or may provide a placement for that child in their Base. Alongside such referrals, an Educational Psychologist, a Paediatrician and CAMHS would often be involved.

### **Exclusions**

If the safety of either pupils or staff is compromised in anyway, exclusion may apply after conducting a thorough investigation. In such cases, Park Street C of E Primary School and Nursery will follow the guidance set out in the Hertfordshire-exclusion guidance supplement September 2017.

### **Bullying**

Bullying is unacceptable behaviour and can take physical, verbal and emotional forms. All staff are alert to bullying behaviour and are familiar with the school's Anti-Bullying Policy [March 2016] and apply it if they suspect bullying.

### **Racist Incidents**

The school's Policy for Preventing and Dealing with Racist Incidents [October 2015] details procedures for dealing with incidents of racism and should be followed in cases of behaviour involving racism.

### **Monitoring and Evaluation**

Evaluation of the effectiveness of this policy will be continuous throughout the year, through the following means:

- Observations by staff
- Numbers of children on the Steps
- Any injury/accident reports relating to misbehaviour.
- Use of stickers.
- Awards and House Points.
- Comments of parents – formally and informally
- Bullying Log

### **See also**

Anti-Bullying Policy.

Personal, Social and Health Education and Citizenship Policy

Religious Education Policy

Equal Opportunities Policy

Policy for Preventing and Dealing with Racist Incident

## **Strategies for promoting Positive Behaviour**

### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker.

### **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### **Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. They put themselves in a position where they can see what is going on and scan for children who are off-task. Children are redirected before behaviour has become disruptive. Changes in patterns of conversation, which might indicate off-task behaviour are listened for. The adult's presence is often felt by a look or by repositioning themselves.

**Listen to children**

We listen to children and make them feel significant. It is important to make children feel aware that we recognise their feelings... 'You seem cross, did something happen?' We follow up concerns raised and complaints made, even if we need to say that we will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

**Maintain frequent contact**

We aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, we ensure that we make very frequent contact with them. We notice what they have already achieved, ask what they have to do next and remind them that we will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

**Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

**Be aware of yourself**

When dealing with disruptive incidents, we consider the following:

- our position in the class;
- our proximity to disruptive children;
- our facial expression;
- our tone of voice;
- our posture;
- our choice of words;
- the use of eye contact.

We try to communicate confidence and authority and reduce the 'temperature'.

**Catch them being good**

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

**The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Behaviour is monitored by the Effectiveness Committee and the Head will report to Full Governing Body each term.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy. Governors may give advice to the Headteacher about particular disciplinary issues and will take this into account when making decisions about matters of behaviour.

### **Park Street C of E Primary School and Nursery Behaviour Policy**



This leaflet is a summary of our policy and expectations in encouraging high standards of behaviour from all our children. If you would like a copy of the full policy, please ask in the office.



#### **School Aims**

1. We want to learn and always do as well as we can.
2. We want to understand more about God and how He wants us to live.
3. We will love and care for each other
4. We will look after our world and everything in it

We praise and reward positive behaviour by :

- \* Verbal praise.
- \* Written praise on children's work.
- \* A 'smiley' face, star or sticker.
- \* Achievement cards or certificates.
- \* Celebration Assembly.
- \* Reward Time.
- \* Involvement of parents - e.g. reading/homework diary, verbally.
- \* Referral to Assistant Head, receiving a sticker.
- \* Referral to the Headteacher, receiving a Headteacher's Award or other sticker.
- \* Referral to other staff.
- \* 'Rainbow Bricks' in Foundation Stage and in KS1.
- \* House Points in KS1 and KS2.

These are the sanctions which may be used :

- \* Verbal reprimand.
- \* Change of seat.
- \* 'Time Out'.
- \* Sending to another teacher or class.
- \* 'Punishment fitting the crime' - e.g. clearing up own untidiness.
- \* Withdrawal of play and lunchtimes.
- \* Repeat work at playtime or at home for poor work effort.
- \* Referral to a member of the SLT.
- \* Referral to Headteacher.
- \* Loss of Reward Time.
- \* Informing parents - at an early stage.
- \* Confiscation.

\* Accompanying the teacher or supervisor during playtime.



### **Advice for M.S.A's and L.S.A.'s**

#### **Behaviour in the Playground**

This Behaviour Policy applies during all school work and play activities. The following strategies apply especially to playground activities.

A range of measures can deal with unacceptable behaviour in the playground-

- A simple 'stop'
- Time out from the activity
- Walking round with the teacher or supervisor
- Confiscation of the offending ball etc. - can be returned at the end of play or passed to the class teacher and kept for an appropriate period
- Referral to the Key Stage leader / Assistant Head / Head
- Sitting in the hall or outside the office to reflect and write about behaviour
- All unacceptable behaviour to be logged in SIMS

#### **Fast Track Provision**

Some behaviour may be serious enough as to require immediate action by the Head Teacher who will use her discretion, in consultation with staff, as to how best to deal with the child/ren. Such behaviour includes –

- bullying behaviour [see Anti-Bulling Policy]
  - racist behaviour [See Policy for Preventing and Dealing with Racist Incidents]
- These should be referred to the Head Teacher immediately.**

#### **The following behaviour should be referred to the Assistant Head Teacher**

- swearing
- biting
- violence
- disobedience
- insolence
- spitting
- stick/stone throwing
- deliberate damage to school or other's property
- theft

A decision will be made as to the appropriate sanctions.

## **Review**

This policy and its effective implementation shall be reviewed by the Assistant Head, responsible for Behaviour, the Headteacher and the Effectiveness Committee.

Policy updated—September 2013 by Mr McDonough (Assistant Head)

June 2014 by Mr McDonough (Assistant Head)

October 2015 by Mr McDonough (Assistant Head)

September 2017 by Mr McDonough (Assistant Head)