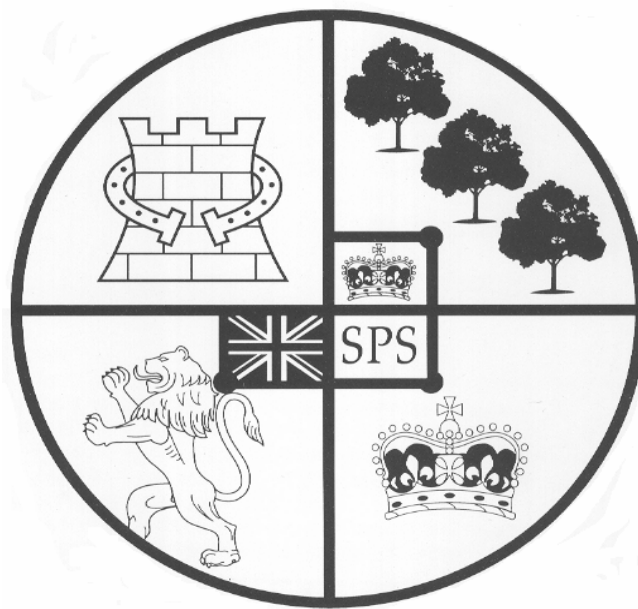


Skelton Primary School



Behaviour Policy

POLICY FOR SCHOOL BEHAVIOUR

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. This will be done through PSHE, citizenship, SEB's and FRIENDS.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Abusive language will not be tolerated on school premises
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear the correct school uniform, or appropriate clothing. Jewellery should not be worn. Hair attire should be simple and preferably in school colours

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Incentive Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

Skelton Primary Schools scheme is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Individual certificates celebrating achievements will be awarded throughout the year, for example, when a reception child is able to dress him/her self for the first time, achievements in swimming etc.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- A letter and / or phone call to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- A Behaviour Improvement Plan (BIP) to be formulated in consultation with parents, class teacher and child
- If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior supervisor and a team of mid-day assistants. The Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation. The Supervisor and mid-day assistants keep note of children who continually misbehave.

The Supervisor and mid-day assistants must be treated with the respect expected by all adults at Skelton Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the

child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without good behaviour being in place
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

However, if a child is presenting staff with challenging behaviour then a range of de-escalation techniques will be used. These techniques consist of the following:

- Verbal advice and support
- Calm talking
- Distraction
- Step away
- Negotiation
- Physical intervention (not positive handling) i.e. presenting a physical barrier
- Humour
- Reassurance
- Options offered

- Support systems
- Non-threatening body language
- Instruction
- Warning

If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order prejudiced then positive handling could be used, whenever possible by trained staff.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Miss playtime (but must be supervised)
- Behaviour Improvement Plan – setting targets, daily report, identification of key worker
- Remove child from the class – place with HT or in another class - time out
- Parental involvement
- Sanctions discussed previously
- Serious incidents are recorded in the incident book.

Incident Book

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property (Accident book and / or incident book)
- Loss, theft, or damage to property

- Use of Positive handling techniques
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used, recording all details, and are available from Mr Alan Willis for all staff.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

When any of the above arise the sanctions discussed need to be adopted

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling could be used.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Improvement Plan

At Skelton Primary School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use a behaviour improvement plan to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- Showing assembly
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

