



# BEHAVIOUR POLICY

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## EARLHAM PRIMARY SCHOOL

# BEHAVIOUR POLICY

### INTRODUCTION

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Behaviour must be conducive to learning and to the social and personal development of pupils. Good communication between parents and the school helps to create a well ordered atmosphere in which children will learn effectively, develop and flourish.

At Earlham, we believe that good relationships exist between staff and pupils, both in and out of the classroom. We believe that all children at Earlham should be able to come to school, to work in school, and to enjoy the playtimes and lunchtimes in a happy and caring atmosphere, free from any intimidation or threat. To enable this to happen we expect every child to be thoughtful and caring about others, to accept personal responsibility for their own behaviour, and to acknowledge the authority within the school. We look to our parents for support in carrying this out. If rules are broken or school work is unsatisfactory, there are well defined procedures for dealing with such problems as outlined in the policy and these are known to parents.

The school's approach to behaviour management is based on Assertive Discipline. Assertive Discipline assumes a positive approach to behaviour management, with the adult maintaining an expectation of good behaviour by all pupils. It places the responsibility for behaviour with the child and requires that teachers and pupils establish a behaviour plan, which is a set of rules, rewards and consequences. This has proved to be a very successful approach and it is important that regular training is arranged in order to update existing staff and provide induction for new members of staff.

### AIMS

- To recognise and celebrate the achievements of individual pupils in all aspects of school life.
- To involve school staff, parents, governors and other members of the community in the recognition of achievements (including their own!).
- To encourage the pursuit of excellence at all times.
- To encourage all members of the school community to respect and value the many and varied differences between each other.
- To engender an atmosphere within the school of co-operation, of kindness, care and courtesy towards others, and of respect for the property of others, including school resources.
- To establish a fair, open and consistent set of rules governing behaviour in the playground, in the classroom and around the school.

- To establish a fair and consistent system of consequences to be applied when rules are broken or when behaviour is of an unacceptable standard.
- To establish a system of rewards that recognises, rewards and celebrates good behaviour, effort and achievement.
- To establish a structure of common expectations throughout the school relating to all areas of the curriculum. This consistency will be achieved through curricular policies which are regularly reviewed and up-dated, and through the expectation of consistent and high standards of presentation of work.
- To make clear that bullying, racist or sexist behaviour or abuse linked to disability will not be tolerated and will be dealt with firmly.
- To involve parents in the maintenance of good standards of behaviour.
- To involve appropriate outside agencies in helping individual children to achieve good standards of work and behaviour.
- To emphasise the importance of good attendance, time keeping and punctuality.

Although the school has a range of school rules, the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## STAFF ROLES AND RESPONSIBILITIES

### **The Head Teacher and Deputy Head Teacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

### **All Staff will:**

- Employ Assertive Discipline techniques to emphasise good behaviour and achievement through our Rewards system
- Be responsible for the spiritual, moral, social and cultural growth of our pupils
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Teach the children to behave with care and respect towards other people and to develop the ability to think independently and generate a personal set of values
- Be a positive role model
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents

## **GOVERNING BODY ROLES AND RESPONSIBILITIES**

### **The Governing Body will:**

- Support the school in the implementation of the policy
- Receive regular reports from the Head Teacher on aspects of this policy. This will inform Governors' monitoring of the effectiveness of the various provisions of this policy
- Observe how pupils behave around the school and in the playground when visiting the school. Observations should be discussed with the Head Teacher
- Provide support for the school's procedures when required
- Review the effectiveness of the policy

## **PARENTAL ROLES AND RESPONSIBILITIES**

### **Parents, Carers and Families will:**

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Deputy or Head teacher then if necessary the School Governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities

## CHILD ROLES AND RESPONSIBILITIES

### Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring
- Be aware of their own emotions and actions and take responsibility for these

### Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour.

## OUR EXPECTATIONS

Everyone at Earlham Primary School expects that...

- *we will treat each other with respect.*
- *we will always try to do our best.*
- *we will treat all property with respect.*
- *we will help to keep each other safe.*
- *we will behave in a responsible way.*

***Remember to treat other people as you would like them to treat you.***

## GOLDEN RULES

- Treat everyone with respect and kindness
- Tell an adult if someone upsets you
- Look after our buildings and equipment
- Walk on the left sensibly and quietly
- Use good manners and behave sensibly
- Follow instructions given by all members of staff

***All the rules about good behaviour also apply to children on their way to and from school.***

## **SUPPORT FROM PARENTS**

The following expectations for children require support from parents/carers:

- Always attend school unless there is a valid reason for absence, e.g. illness, medical appointment, etc.
- A reason must always be provided for absence, either by letter, by telephone, or by the parent in person. The parent should let the school know about the reason on the first day of absence and follow this up with a letter when the child returns to school.
- Always arrive at school on time.
- PE kit should always be available when it is needed.
- Do not wear jewellery (exceptions are religious jewellery, watches and stud earrings which can be worn safely). All jewellery must be removed for PE.
- Leave sweets and toys at home.
- Look after and promptly return all school materials.
- Always wear the school uniform.

## **REWARDS AND RECOGNITION OF ACHIEVEMENT**

### **Achievement Board**

Outstanding achievements in learning should be brought to the attention of the DHT; the pupil will be mentioned on the Achievement Board. The work may also be shared in a weekly Assembly.

### **Chance Box**

Each class has a 'Chance Box' in which their names may be inserted through following the school/ class rules, good work, good behaviour or kindness towards others. Any child who does not leave the Green Traffic Light in one week will be rewarded with a chance slip at the end of the week. During Phase assemblies children whose names are pulled from the Chance Box each week, will receive a small prize.

### **Rewards Points**

For outstanding achievements in class work across all subjects, including PE, teachers can give out Reward Points. These should be recorded on a tracker and at the end of every long term, the five children in each class with the most points will receive a special treat. This could be a trip, a workshop, show or event held at school, for example a circus skills workshop or a disco.

### **Assembly**

The school assembly on the Monday for KS2 and Tuesday for KS1 of each week will be attended by the whole school, including staff, and will be run by the Head teacher, Deputy

Head teacher or a senior member of staff. During this assembly children have the opportunity to receive a Star of the Week badge, as well as a Learner of the week certificate. Children may also present good work to share. The winners are nominated in recognition of their good behaviour and good work – they are model pupils. These pupils will then get to spend some special time with the Deputy Head Teacher, cooking or creating a special treat.

### **Attendance and Punctuality**

- The silver Attendance Cup will be awarded to the class with the best percentage attendance for the previous week during Good Work Assembly. The graph displaying percentage attendance will be displayed on the notice board.
- The class with the best punctuality for the previous week will be acknowledged during Good Work Assembly. The graph displaying percentage punctuality will be displayed on the notice board.
- Children who have poor attendance or punctuality will be targeted by the school's attendance officer alongside the Assistant Head Teacher. Teachers are given the details of pupils whose attendance is causing concern each term and asked to remind the pupils of the need to attend and pursue the reasons for absence.
- At the end of the year, each child who has achieved 100% attendance (usually calculated from the beginning of the last half term of the last academic year to the end of the penultimate half term of the current academic year) will receive a certificate in Good Work Assembly and a prize at the Governors' Achievement Evening.

### **Outstanding Progress**

We have certificates available to award to any child making outstanding progress. Class teachers should inform the Head Teacher of their choice for Star of the Term, who will prepare the certificate and present it to the child during Star of the Term Assembly together with a small gift from the Head Teacher's Treasure Box. The child's name will also be posted on the Achievement Board. The child will potentially be further recognised at the Governors' Achievement Evening.

### **Stickers and Other Rewards**

Each class teacher may have a supply of stamps/stickers with which to reward children on a day to day basis for good work or improved behaviour.

### **Yellow Cards, Red Traffic Lights**

See **CONSEQUENCES**.

### **The Governors' Achievement Evening**

Towards the end of each Summer term, the Governors hold the Governors' Achievement Evening. At this evening, prizes are awarded to pupils who have achieved an outstanding level in the end of Key Stage 1 and Key Stage 2 assessment tests. In addition to this, prizes are awarded to pupils who have made good personal progress, to pupils who have shown community spirit, to pupils who have achieved 100% attendance, and so on. The programme for the evening includes some musical, dramatic and gymnastic entertainment provided by pupils (this varies from year to year).

## The School Newsletter

Each month we publish a newsletter for parents entitled the *Earlham Echo* in which the successes of individuals or groups are celebrated.

## CONSEQUENCES

### Behaviour in the Classroom

The following is based on Assertive Discipline:

Children who behave inappropriately during lesson time will attract a series of warnings as described in the class Behaviour Plan. If a child reaches the yellow light, they should have a brief 'time out' within their classroom, for example they should be removed from the carpet/ sitting at table with friends and complete their learning apart from the other children, but still within the classrooms. Classrooms will have a time out space or chair for this purpose. Children must still be able to access the lesson's learning.

Following the child's return to the main class (sitting in normal place/ back with a group) if the child continues to make poor behaviour choices then they will reach the Red Light and be sent to another class for ten minutes to reflect (Phases 1, 2 and 3). In Phase 4, the child should complete an explanation of their behaviour in the next available break or lunchtime. **Children must never be put outside their classroom as a punishment.**

In accordance with Assertive Discipline, if individual children are told to miss their playtime(s), they should be provided with work and sent to another class by arrangement with the other teacher. All children to whom this applies should be escorted by the TA or Teacher to the partner class and vice versa. The TA should make sure that the child is settled and quiet in the class before they leave. The child should be told at the outset how many playtimes they are to miss and be given the opportunity to reduce this number through good behaviour. In extreme cases, a child may also be told to miss lunchtime play. If this happens, the child should be handed to the appropriate lunchtime staff. However, it has been agreed that keeping a child back for one or two minutes after dismissing the others can be very effective.

The '**Traffic Lights**' system should be used in conjunction with the Consequences on the Class Behaviour Plan. All names should be returned to the green traffic light at the beginning of each day.

- All classrooms should display three large circles of card representing traffic lights and attach each child's name on a small piece of card.
- The names of children who reach the red traffic light should be recorded on the weekly class behaviour sheet by the teacher, including the date and reason for reaching Red Light
- The sheets should be returned to the Deputy Headteacher at the end of each half term, who will log details and return the sheet to the class teacher. Four times on the Red Traffic Light will result in a warning letter being sent home by the Deputy Headteacher. The letter could invite the parent/carer to meet with the class teacher to discuss the child's behaviour. A child reaching the red traffic light six times will

receive a detention after school (30mins for KS2, 15mins for KS1). The child's parent must receive at least 24 hours warning about this, preferably longer.

- The school has a legal right to apply detention. Therefore, if a parent refuses to allow their child to attend a detention, the head teacher will exclude the child for one lunchtime per detention. Parents will be told that refusal will be recorded in their child's records.

### **Play time behaviour**

- Children should be stood by the wall for time out for minor misbehaviour.
- The teacher/TA on duty should decide whether this is sufficient punishment or whether the incident should be reported to the class teacher, and the child then moved to Red Traffic Light and recorded as such.
- Serious incidents should be recorded on an Incident Slip (see 'Serious Misbehaviour' paragraph)

### **Sanctions for Lunch time.**

1. Time Out on the wall for 5 minutes for key stage 1 children and 10 minutes for key stage 2 children. If the child continues with the behaviour, warn them with a warning that they will be issued with a yellow card.
2. If the child continues to offend for a third time in the same lunch session, they are given a Red card, they will have to stand outside of the staffroom and complete a 'thinking about my behaviour' worksheet. The Red Card should be passed to the child's class teacher when they come to
3. If there have been three cards issued within one week this will trigger a letter home to parents.
4. If the behaviour continues a letter will be sent home saying that a lunch time ban will be arranged. The child will have to be taken home for lunch and returned for the afternoon session.

***N.B.*** For more serious incidents, an incident slip should be completed and sent directly to the HT or DHT.

### **Serious Misbehaviour**

Examples of this behaviour meriting a Red Card may include the following:

- deliberately or violently hurting another child through actions or words
- vandalism resulting in permanent damage to school or personal property.
- throwing or kicking things with the intent to cause harm, e.g. stones.
- showing disrespect to a member of staff, or challenging their authority.
- showing disrespect to any visitor to the school, including parents.

- dangerous behaviour in the school building or playground, exhibiting lack of care for others.
- persistent refusal to carry out learning tasks.

Examples of behaviour meriting a Serious Incident form may include the following:

- bullying
- verbal abuse of a racist or sexist nature or abuse linked to disability
- repeated violent behaviour

Incidents of the above types must be recorded on the appropriate Red Card/ Serious Incident Slip and passed directly to the Head Teacher, or Deputy Head Teacher. The slips are stored in a file and recorded on a monitoring sheet by the Deputy Head Teacher. In order to assist with the monitoring process (in particular with regard to incidents involving bullying), the name(s) of the child(ren) affected should also be recorded.

If a child collects one Serious Incident Slip, the Head or Deputy Head teacher will notify the class teacher and, when appropriate, the Family Support Worker, and they will decide on a course of action. Action, which might be agreed, is as follows:

- The Head teacher, Deputy head teacher or class teacher (or a combination of these) will meet with the child to discuss his/her behaviour. Warnings about further steps should be made.
- The pupil may be referred to the Family Support Worker.
- The Head teacher, Deputy head teacher or class teacher will write to or telephone the child's parent/carer informing them about the transgression and inviting them to a meeting to discuss the child's behaviour if required.
- The parent/carer might be invited to share a home/school behaviour record book, or to spend regular periods each week helping their child in the classroom.
- If a child has persistent difficulties, consideration must be given to placing him/her on the Code of Practice. This will be discussed with the parent/carer and may involve discussing the situation with the school's educational psychologist with a view to involving outside agencies. If necessary, e.g. if difficulties in securing external support are experienced, the Governing Body should be notified.
- Children who are on the Code of Practice because they have emotional/behavioural difficulties may not respond to the agreed school procedures. In this case, careful thought must be given to the preparation of an individualised behaviour plan. This should include appropriate consequences that are sensitive to the child's needs. Whatever the child's needs, the individualised behaviour plan must include consequences that ensure the right of all other children to have an appropriate educational experience. The planning should be undertaken by the class teacher,

the learning support manager, the child's parents, external agencies, the pupil, and other interested parties. Decisions made must be shared with all staff.

We follow LA guidance on the positive handling of children. All incidents of restraint are recorded. Some members of staff have received training in restraint techniques.

## **Exclusion**

This may be of one to forty-five days' duration (per year, in blocks of up to 5 days), or permanent. The process should only be initiated in the case of a particularly severe offence (which may bypass the Serious Incident Slip process) or repeated offences where the pupil has not responded to standard sanctions. Examples of behaviour that might lead to exclusion are: verbal assault of an adult or pupil; causing physical harm or physically assaulting another child or adult; repeated verbal abuse to a child or adult linked to race, gender or disability; refusal to follow school procedures to the extent that the health and safety of the pupil and/or other members of the school community are compromised; theft or vandalism to the school's or another's property. The length of exclusion, and the decision whether to make the exclusion permanent, will be based on the severity of the incident and the prior behaviour record of the pupil

The decision to exclude may only be made by the Head teacher, or by the Deputy head teacher in the absence of the head teacher. However, the Head teacher would normally consult with the Deputy head teacher, the class teacher and the Family Support Worker, meeting with the child's parent/carer should be arranged before the exclusion takes place, if possible, and the Governing Body should be notified. The parent/carer must be informed of their right to appeal to the Governing Body against the exclusion. The class teacher will be informed of the date of the exclusion. For further information about exclusion procedures, see the LA's Social Inclusion file.

Because some children find difficulty in maintaining good behaviour during the long lunchtime break, it may be appropriate to debar for the lunchtime period. If this is under consideration, the parent/carer should first be sent a warning letter and given the opportunity to discuss the situation with the head teacher.

The Head teacher, particularly in relation to individual children, should monitor the number of exclusions as this information may indicate that a child has special educational needs. The number of exclusions should be reported termly to the Governing Body.

## **Notes**

**Guidelines for Using Sanctions Effectively** Pupils need to know why they are being punished and will be given an opportunity to make amends.

- Pupils need to be reminded that their behaviour is chosen by them and if they misbehaved then they have made the "wrong choice".
- All staff should use 'the language of choice' when dealing with behaviour incidents.
- Sanctions will be applied fairly and calmly and in a way that maintains self-respect and will not be used to humiliate.
- Sanctions will be used consistently.
- As far as possible sanctions will be given immediately after the

- incident.
- Care will be taken to ensure that the sanction is appropriately matched to the nature of the incident.

### **Further notes:**

- Serious Incident Slips: Please ensure that all details are completed at the top of the form, indicating the full names of child responsible and child affected separately, and that there is a description of the incident and a note of any action taken.
- Teachers and TAs should be vigilant about the whole line when escorting their classes around the school. If behaviour is persistently unsatisfactory, further practice should take place during playtimes. Classes must be escorted by their class teacher to and from the playground, and all movement by classes around the school must be carefully supervised.
- From time to time, it may be necessary for a whole class to miss their playtime, e.g. if behaviour during assembly is not of an acceptable standard, or if lining up at the end of playtime is generally and persistently poor. This is at the teacher's discretion but should only be used rarely.
- Children who misbehave in the playground during playtime should be told to stand against the wall for a short time (maximum – 5''). Serious misdemeanours should be brought to the attention of the child's class teacher by the teacher on duty.
- Children who are being kept in at playtime to finish work should be supervised by their teacher in the classroom or sent to another classroom. Children must never be left unsupervised. Alternatively, unfinished work may be sent home to be completed under the supervision of the parent/carer.
- At playtimes/lunchtimes, if a child makes a complaint to an adult on duty, it must be investigated and the appropriate steps taken.
- Bad behaviour on school trips may lead to pupils only being allowed on trips if accompanied by a parent/carer who agrees to take full responsibility for them at all times. This may include being asked to remove the child from the group and make their own travel arrangements. This is particularly important if the child's previous behaviour has jeopardised the health and safety of him/herself or others.
- Risk assessment is a mandatory aspect of planning an educational visit. The risk assessment may include considering particular arrangements for a child with behavioural difficulties on the visit, i.e. a consideration about whether the child may present an unacceptable level of risk to either his/her own safety or that of others.
- If it is reported that a child has behaved badly on the way to or from school, this will be investigated and treated in the same way as if it happened on school premises.

### **Support for Pupils with Persistent Behaviour Difficulties**

It is the responsibility of the class teacher to monitor the behaviour of all pupils in his/her charge. If a child's behaviour is frequently unacceptable, the teacher should take the following steps:

- Begin to record incidents on a Behaviour Record, as well as filing other information such as yellow traffic lights.
- Invite the parent/carer to a meeting to discuss strategies to support the child to improve their behaviour. If appropriate, invite the Learning Support Manager and/or the HT/DHT/LM to the meeting.
- A useful strategy is the home-school behaviour book, completed and sent home daily. The book should record positive as well as negative behaviour and the parent should be encouraged to record behaviour at home and to reward reported good behaviour. The parent should sign the book and return it to school each morning.
- If unacceptable behaviour persists, discuss the child's difficulties with the Family Support Worker who will suggest further strategies and may decide to initiate the placement of the child on the Code of Practice. This may involve referral to external agencies for expert advice and support.

If a parent refuses to accept that their child has difficulties and does not agree to their child being placed on the Code of Practice, the school cannot legally involve external agencies with the child. In this case, the head teacher may have no alternative but to temporarily exclude the child for serious incidents of unacceptable behaviour. This may persuade the parent that support is needed. If not, following the decision to exclude, it may be possible to seek support from external agencies to draw up a Pastoral Support Plan. Such a plan may only be drawn up if the school can demonstrate that it has already tried a range of support and intervention measures, so clear records must be kept from the onset of a teacher having concerns, including any contacts and attempts to make contact with the parent. For more information and detail, see

*Improving Behaviour & Attendance: Guidance on Exclusion from School and Pupil Referral Units (DfES, 10/04).* This document is on blue paper and is filed in  
*Newham Education Department: Guidelines for Behaviour Support and Inclusion of Pupils – including fixed-period and permanent exclusion (primary) (27.8.99)*

*DfEE Circular 10/99 – Social Inclusion: Pupil Support*

## **Monitoring**

The implementation of this policy will be monitored by a senior member of staff. This policy will be reviewed bi-annually. The next review is ?

## Appendix 1

### EARLHAM PRIMARY SCHOOL

#### CLASSROOM BEHAVIOUR PLAN (To be applied to individual pupils)

*The following is a whole school Classroom Behaviour Plan, generated in order to ensure consistency throughout the school. We acknowledge that class teachers need to modify the Plan according to the ages and needs of their pupils. Class teachers should not show the whole school Plan to their pupils. Instead class teachers should work with their pupils at the beginning of the school year to produce a Plan based on children's ideas, ensuring that the final product bears a close similarity to the whole school Plan. The class teacher should also determine with their pupils how the Traffic Lights system should be used.*

#### RULES



Treat everyone with respect and kindness



Tell an adult if someone upsets you



Look after our buildings and equipment



Walk on the left sensibly and quietly



Use good manners and behave sensibly



Follow instructions given by all members of staff

#### REWARDS



Receive praise (verbal) from teacher.



Get reward points/stickers/prize from Chance Box.



Visit Head Teacher/Deputy Head Teacher for congratulation.



Take Star of the week badge/ Star Learner Certificate home.

#### CONSEQUENCES



Warning.



Isolate within classroom (up to 5 mins.).



Lose time off playtime.



Go to another classroom to reflect and complete behaviour sheet (for defined time).



Take completed Serious Incident Slip to Head Teacher or Deputy Head Teacher (this may involve contacting parents)





# Our Golden Rules

## At Earlham we...



- ✓ Treat everyone with respect and kindness
  - ✓ Tell an adult if someone upsets you
  - ✓ Look after our buildings and equipment
  - ✓ Walk on the left sensibly and quietly
  - ✓ Use good manners and behave sensibly
- ✓ Follow instructions given by all members of staff