

Allanson Street Primary School

Behaviour Policy

Introduction

This policy states the school's beliefs and practices relating to behaviour and discipline. The policy applies to all in our school community irrespective of gender, in accordance with our Single Equality Policy and in accordance with our statutory responsibilities.

Aims

It is our primary aim that every member of our school community feels valued and respected and that everyone is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for each individual. This policy is, therefore, designed to support the manner in which all members of the school can work together in a supportive and co-operative way. It aims to promote an environment where everyone feels happy, safe and secure and high standards of behaviour are expected and adhered to. Through the implementation of this policy, we aim to develop a positive ethos within school with the focus of behaviour management being positive reinforcement whilst still seeking to modify unacceptable behaviour through the use of agreed sanctions. We aim to involve parents and carers to ensure success in developing positive behaviour patterns.

Role of Staff

It is the responsibility of all staff, within school, to model high standards of behaviour both in their dealings with children and with each other. Staff should adhere to the Professional Code of Conduct and Professional Practices detailed in the staff handbook. The whole school Code of Conduct/class expectations should be regularly shared with the children and displayed in each classroom/work area. In class, staff should have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability and provide a suitable learning environment in which to do this.

Staff must offer positive reinforcement and have a clearly understood system of rewards and sanctions that fits into the overall structure for behaviour management. This system should be applied consistently. Staff should keep a record of serious incidents of inappropriate behaviour in a behaviour log. Any movement of children through the 'zones' of the behaviour programme should be discussed with the class teacher before a final decision is made. Staff are expected to engage the

support of their departmental leader and parents/carers in managing unacceptable behaviour and to support a child when appropriate using strategies and sanctions in line with the school policy.

The deputy head teacher has a lead role in managing behaviour and ensuring pastoral support is in place as appropriate. At the start of the school year class teachers complete a 'Behaviour Triangle' (appendix 1) indicating the individual needs of pupils within the class. The deputy head teacher then works with class teachers and the pastoral support team to ensure that any pupils in need of additional support will be supported in the most effective way.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout school and to report to Governors, when requested, on the effectiveness of this policy. The Headteacher supports the staff by promoting positive behaviour and regularly engaging with children and staff in reviewing standards of behaviour. The Headteacher will offer support to staff in more serious incidents of poor behaviour and will engage with parents or carers and external agencies /support networks as necessary.

Role of Parents/Carers

We aim to work collaboratively with parents and carers. We recognise the important role they play in developing positive behaviour patterns. We aim to share experiences of positive behaviour with them through notes and certificates being sent home. We also aim to notify them of consistent or serious incidents of unacceptable behaviour and engage their support in modifying this behaviour.

Role of the Governors

The Governing Body has the responsibility of agreeing this policy and supporting the Headteacher in ensuring the policy is implemented.

The Curriculum and Learning

A well structured and differentiated curriculum linked to effective learning contributes to good behaviour. Planning for individual needs, active involvement in learning and structured feedback all support good behaviour and help to avoid the lack of engagement that can lead to poor behaviour. Lesson should have clear objectives that are understood by the children. Work should be differentiated as

appropriate. Quality marking and structured feedback should clearly indicate to the children their achievements and the next steps for success.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment should give clear messages to the children regarding the ways in which their efforts are valued. Displays should be of high quality and promote high self esteem through demonstrating the value of each child's contribution. Classrooms should be well organised and arranged to promote independence and provide an environment conducive to on-task behaviour. Resources should be arranged for accessibility and reduce uncertain disruption. The classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation. Lessons should cater for different learning styles and aim to develop the skills, knowledge and understanding which will enable children to work, play and interact successfully with others.

Positive Discipline

Positive discipline is a more effective way of managing and modifying a child's behaviour. All staff in school should;

- Reward good behaviour and be confident in administering sanctions for negative behaviour
- Encourage self discipline and respect
- Set a good example
- Set realistic targets and limits, appropriate to age, development and individual need
- Be consistent
- Use praise
- Build self esteem
- Engage parents/carers
- Seek support from senior staff

Strategies for Managing Behaviour

Group level

- Adults model controlled, respectful verbal and non verbal behaviour.
- Activities designed to promote children's social and emotional development are regularly offered.

- Activities are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise and value differences.
- Clear routines are in place.
- Expectations have been agreed through discussion and these promote social behaviours.
- The Code of Conduct is displayed in a way that can be understood by all the children.
- Appropriate behaviour is quickly noticed and celebrated by staff and children.
- Clear systems are in place, and understood by all, for dealing with inappropriate behaviour.
- Group rewards (such as table points/class points) are agreed with the children and applied consistently.

Individual level

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- There are systems that allow all children to be 'special' at times.
- There are systems that allow for extra support to be given if a child is experiencing difficulties in developing or sustaining appropriate behaviour.
- Individual report cards (appendix 2) may be used as a means of recording behaviour for parents/carers/senior staff over a period of time.
- Individual rewards (such as DoJo's, Star of the Week, certificates, stickers, raffle tickets, notes to parents) are agreed with the children and applied consistently.

Working with an individual child to improve behaviour.

- Stay calm
- Focus on desired behavior: 'I want you to share that' rather than 'Stop snatching things'
- Talk to the child about why there is a problem - 'What has happened?' 'Why did it happen?'
- Talk about what you can do to help - 'How can I help?'
- Decide how the child can improve their behaviour - 'What could you have done differently?' 'What could you do next time this happens?'
- Agree on a course of action - 'Next time this happens you will ...'

- Clearly state your expectations - that you expect their behaviour to change and agree a timescale - 'I expect things to improve over the next week.'
- Keep a record of what has been agreed.

School employs a graduated approach to managing challenging behaviour. In the early stages of identification, pupils will be supported with an individual behaviour plan (IBP). This will be reviewed each term. If additional support is required, school will engage with the Behaviour Improvement Team (BIT) to offer either group or individual support. If further intervention and support is required to manage challenging behavior, a Pastoral Support Plan (PSP) will be developed by school staff, BIT and parents/carers. Advice may be sought from the Educational Psychologist. If a PSP is unsuccessful in improving behaviour, a referral will be made to the pupil referral unit (PACE) and/or consideration given to a managed transfer to another school.

Behaviour Management Programme - Foundation Stage

Foundation Stage operate a 'Traffic Light' system to encourage good behaviour and to give the children a visual representation of expectations and sanctions.

Traffic Light Zones

| | |
|--------|---|
| Green | Children start in this zone at the beginning of each week. |
| Yellow | Children move down into this zone for inappropriate behavior. Children can move back into green for improved behavior. |
| Red | Children move down into this zone for continued/serious incidents of inappropriate behaviour |

Relevant sanctions are applied for children who drop out of the 'green zone'. Staff use their professional judgement in deciding whether to notify parents of a move. Children who are not in the 'green zone' on Friday do not take part in Golden Time.

Behaviour Management Programme - Key Stage 1

Key Stage 1 operate a 'traffic light' system to encourage good behaviour and to give the children a visual representation of expectations and sanctions. The 'traffic light colours' will be assigned names/visual representations that are age appropriate / linked to the class theme.

| | |
|--------|--|
| Gold | Children who have consistently shown excellent behavior can be moved up into the top gold colour. As a reward they will receive additional golden time or be the first to choose from the selection of activities. |
| Green | Children start in this zone at the beginning of each week. Children in this zone are able to participate in all treats, rewards and golden time. |
| Yellow | Children move down into this zone for inappropriate behaviour. Children miss one playtime. Parents/carers notified as necessary. |
| Red | Children move down into this zone if the poor behaviour continues. Children will not go out to play until behaviour improves. Parents/carers notified |

Incidents of inappropriate behaviour may be discussed with peers and the appropriate choices that the child should have made are agreed on.

Reward Star Jars

In each class the children work on 'team tables' during class activities and are encouraged to work together developing skills of co-operation, listening, teamwork, patience, sharing, etc. Teams are then rewarded with a 'star' in their jar. Individual children can also achieve a star for their team if they have worked hard / been the best they can be in another activity, e.g. during RWI, maths, etc. Once the team has achieved 10 stars in the jar they are allowed 10mins on the Ipads as a reward.

Class teachers also develop individual reward charts as appropriate for specific children

Behaviour Management Programme – Key Stage 2

Key Stage 2 operate a 'Class Dojo' system to encourage good behaviour and to give the children a clearer understanding of expectations and sanctions. This web based program allows staff to award points / dojos for positive behaviours (e.g. being kind, helping others, use of great manners, working hard, carrying out extra homework) and remove points for negative behaviours (e.g. being unkind, fighting, chewing gum, poor behaviour on the bus, not completing homework).

Throughout each half term, the following rewards apply:

Dojos Reward

50 gained Children are presented with a bronze certificate in class

100 gained Children are presented with a silver certificate in class

150 gained Children are presented with a gold certificate and badge in medal assembly.

Children who lose less than 30 dojos in the half term are invited to participate in a half term treat. These include discos, toy days, crafting afternoons etc.

Every time a child is awarded a dojo, they are also given a 'You've Been Spotted' ticket. This gives them the opportunity to visit the 'Spotty Café' with Mrs Farnell if they are lucky enough to be drawn out of a raffle during Medal Assembly.

Any child who loses more than 30 dojos, is not invited to the half term treat and instead carries out tasks which are aimed at developing their understanding of positive and negative behaviour choices. We work closely with parents to ensure that they are aware of the choices their child is making and take steps together to encourage every child to be the best that they can be.

Children from Years 3 - 5 who earn invitations to all 6 half term treats, due to their excellent behaviour, are also invited to go on a departmental 'Gold Trip' during the summer term. This is a day trip focused on fun activities which is offered to the children free of charge as a celebration for excellent behaviour throughout the year.

Children are also encouraged to work well as a team and as such they can earn 'clocks', which are each worth 1 minute, for activities such as lining up well, active participation in assemblies, good attendance etc. When a class has earned 60 clocks, they are rewarded with 1 hour of golden time.

Managing persistent disruptive / aggressive behaviour

Appendix 3 gives a summary of the process of dealing with more challenging behaviour and the relevant persons/agencies involved at each stage.

As part of our Behaviour Management policy we engage the services of the staff at the Minerva Inclusion Base at St Cuthberts to provide structured inclusion support. In instances of more challenging behaviour pupils will be placed at the inclusion base for a period of between 2 and 5 days. A referral form is completed and liaison is undertaken between school staff, parents/carers and the staff at the base.

Review

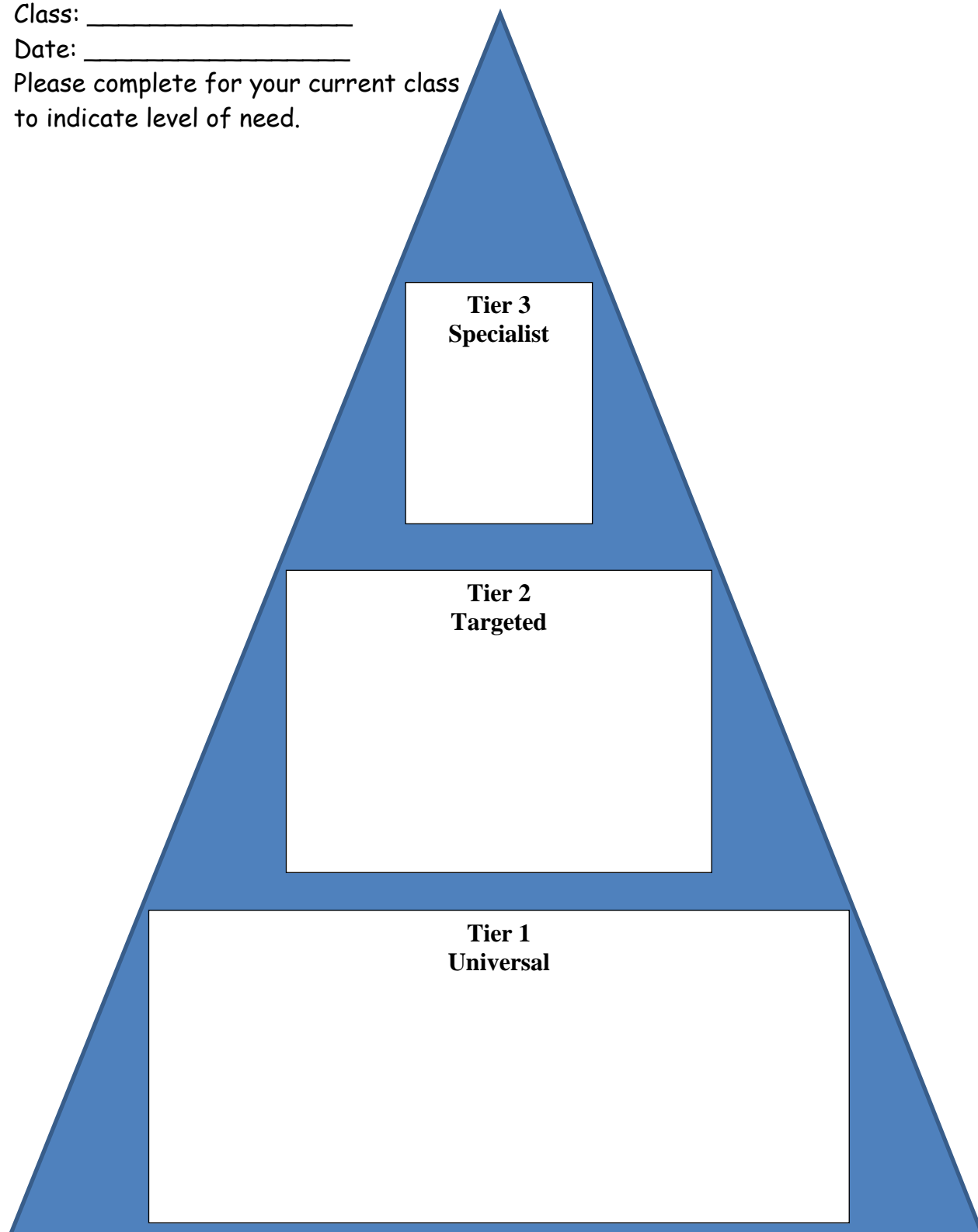
Policy reviewed: October 2016

Appendix 1

Class: _____

Date: _____

Please complete for your current class
to indicate level of need.



Appendix 2

Behaviour Report Card

Name _____ Class _____

Date_____

[illegible]

Appendix 3

A Guide to Managing Behaviour

Consult whole school Behaviour Policy and the departmental approach to behaviour management. (Copy in Teacher Share /Policies/ Children and Families).

If a child regularly displays off-task /difficult / challenging behaviour then a Individual Behaviour Plan (IBP) must be developed.

Incidents of poor behaviour should be recorded in a behaviour log (either on the server or in a book/hard copy).

Behaviour Improvement Team (BIT) referral may be made. (Copy in Teacher Share /Admin / Service Directories).

Serious incidents of any kind must be recorded in the Serious Incident Book. (Kept in the locked cupboard in the front office).

Physical Outbursts:

A child who displays challenging behaviour and is prone to outbursts should have a Positive Handling Plan put in place and shared with relevant staff/parents/carers.

The Care and Control Policy gives guidance on physical handling and restraint. (Copy in Teacher Share / Policies / Children and Families). Any use of reasonable force/restraint must be recorded on the record sheet included with this policy and recorded in the Serious Incident Record Book.

It may be necessary to undertake a *Risk Assessment* if a pupil is demonstrating extreme behaviour. (Copy in Teacher Share / Admin / Service Directories).

At Risk of Exclusion:

Any pupil who is at risk of exclusion should have a Pastoral Support Programme (PSP) put in place. (Copy in Teacher Share / Admin / Service Directories).

Staff to support Behaviour Management:

Class teacher

Departmental Leader

SENCO (Claire Range) Links with Inclusion Officer/Educational Psychologist

Pupil mentors Links with BIT team and support with PSP

Deputy Head (Paul Boyle) Links with Minerva Inclusion Base and support with PSP

Headteacher (Trish Farnell)

This document is stored in Teacher Share / Admin / Service Director

