

Atwood Primary School



Behaviour Policy

March 2007

We aim to establish a caring and challenging school community where all pupils feel valued and develop a love of learning.

We aim to encourage self-discipline and to keep rules and regulations to a minimum.

As members of the community we aim to build positive relationships with each other, with the children and their families.

As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and is to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

This means:

1. Keeping calm
2. Listening carefully
3. Being sensitive to others' points of view
4. Being consistent in our dealings
5. Using humour and praise wherever possible
6. Not talking negatively about children in front of them or in front of other children
7. Learning to ignore unrealistic threats, so we are careful to talk about sanctions we mean to uphold
8. Admitting when we are wrong.

Adults should set a good example at all times – being confident, firm, reasonable, realistic and fair.

The most important rule, for adults and pupils alike, is to:

EXPECT GOOD THINGS

Everyone at school

- is important and valuable
- is here for a purpose
- has an important contribution to make

Show respect

- for everyone
- for property and the school environment

Treat

- everyone as an individual

Time is allotted in the classroom and assembly to talk about acceptable and desirable behaviour. There is a practice of praising good behaviour throughout the school. We

recognise that good behaviour has to be taught and that this requires an effective partnership between home and school.

Positive Behaviour - will be recognised by:

- praise from adults and peers
- being given responsibilities e.g. monitors, prefects
- using class systems of star charts, stickers, certificates, etc.
- sharing achievements with the head teacher; other staff
- sharing achievements with other classes in assembly, eg gold book
- parents' assembly being informed of success
- prefect's award
- Year 6 trophies and other annually awarded prizes
- celebration boards – class
- class pet
- group star chart
- team points.

Rules are for the good of all and for all

Staff in school should be the positive role models in implementing the school rules.

A friendly, positive atmosphere among staff gives opportunity for constructive criticism in a caring atmosphere.

Our success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for; it does not simply happen.

Our Expectations and Rules

The Classroom

We aim to create a well-organised, attractive and stimulating learning environment.

Just as it is important for staff to be in their rooms, or in the playground for the beginning of sessions, so too it is important that children arrive at school on time and settle quickly to work in their classrooms.

All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

All adults in the school have high expectations for work and behaviour. We aim to encourage a friendly caring atmosphere with a high level of teamwork so that all members of the school community have an opportunity to excel and enjoy a full school life.

Children are expected to take an active part in this by:

- clearing up after activities by returning resources to the correct place
- cleaning brushes, paints, pots and keeping the sink area clean
- ensuring pencils and pens are returned to containers

- putting tops on felt tip pens, glue sticks, etc.
- Regularly tidying and sorting out trays, construction containers, book corners, etc.
- treating measuring instruments, such as rulers and compasses, properly
- leaving shared areas eg ICT room, library, ready for the next class
- keeping cloakrooms tidy.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children should be encouraged to hold doors open for others, showing politeness and consideration for others. Prefects are on duty to support the teachers.

Assembly

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly.

Dinner Hall

Children should line up quietly and take their meal to a table. After the meal children should clear their eating area, leave the hall quietly and walk to the playground or field.

Playground

At lunch time children are expected to show equal respect to duty adults.

All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt or are being bullied or harassed. There will be a minimum of two teachers on duty in each playground during break and normally 12 adult supervisors at lunchtime. There will be at least one teacher in the playground before school.

- Lunchtime supervisors record incidents in a book
- Class teachers will be informed of any incident that needs to be followed up

Playground rules include the following: (in addition to the list of 'unacceptable behaviour').

- The small playground is reserved for sitting and playing quiet games
- Sensible footwear is required for the trim trail
- Food should not be eaten in the Trim Trail area
- Dangerous behaviour such as pushing will result in a sanction
- No standing on walls, railings or benches
- No games involving mock or 'play' fighting or self-defence poses (eg karate) allowed at any time
- No racing across other playground games
- Only one football game at any one time – there is a year group rota for Y2 – Y6
- Food may be eaten in the playground during morning break. No food is allowed outside during lunchtime unless specific permission is given – eg packed lunches are allowed to eat outside in good weather

- Grassed areas will be used in the terms when we have dry warm weather,
- Adults on duty to be out in good time
- When the bell sounds at the end of the playtime, children will line up in class lines
- Children will proceed to class quietly
- Our ball rules will be followed at all times

On the infant playground:

One bell stand still
Two bells line up at the classroom door

Playground sanctions

1. Oral warning
2. Time out – eg with teacher or supervisor
3. Time out – eg to stand by wall, sit on seat, to think about behaviour
4. Persistent unacceptable behaviour – teacher informed by supervisor.
5. Playground ban – parents informed
6. Lunchtime exclusion (Level 5 in 'Sanctions')

(Parents will be informed when appropriate).

Behaviour Stage 1 Negotiation between adult and child

Sanctions

When unacceptable behaviour occurs, a progressive set of sanctions will be used. This is not a rigid set of procedures to be used in a systematic way. The severity and frequency of incidents will determine which of the following is used.

We recognise that children of different ages have to be treated in different ways. Therefore this section is divided into Foundation Stage (Nursery & Reception), Key Stage 1 (Year 1 and Year 2) and Key Stage 2 (Years 3 to 6).

Foundation Stage

- Verbal warning (and explanation)
- Listen to both sides in front of one another
- What should you do next time?
- Apologise
- Time out – with adult to discuss why they are there – visual timer – one minute for each year of age

All incidents recorded and all staff aware

Biting inform parents
Spitting inform parents

Nursery Only

- Happy / sad face
- Outdoor – persistent poor behaviour sent in for time out (taking into account age of child and adult support available)

On the carpet

- Verbal warning
- Child asked to remove self from carpet if spoken to twice for a number of minutes – timer – then invited back

Reception Only

- Sent to other class and return in five minutes (only when class teacher has no additional teaching assistant in classroom to support)
- Breaktime – verbal warning (injury, then two involved go in together). Persistent offences (more than one per session) stand by class door

Key Stage 1

For minor issues a 'thinking chair' may be used where the child sits away from an activity, but is able to watch and realise they are being excluded. Happy/sad faces may also be used, that enables the adult to indicate to the child that their behaviour is inappropriate without any confrontation or communication.

If the behaviour is not rectified, Infant Golden Time will be missed in five minute blocks (but the child may earn it back for consistent good behaviour).

If the inappropriate behaviour is shown during playtime, this will result in a playground 'time out' and the child will remain with the adult on duty.

Key Stage 2

Happy/sad faces may be used, that enables the adult to indicate to the child that their behaviour is inappropriate without any confrontation or communication.

If the behaviour is not rectified, the child will be sent for 'time out' to another class (this is prearranged between teachers). This will either be for a 20 minute block, or for the rest of a session, depending on the severity. The child will go to the other class with work and will be expected to sit quietly without disrupting the other class in any way. This gives both the pupil and the adult a 'cooling off' period.

Children in KS2 may be asked to record an incident in writing him/herself as part of the learning process.

Unacceptable behaviour

We consider the following behaviour to be unacceptable. Different types of behaviour require different levels of sanctions. **The adult dealing with the behaviour will try to resolve the issue and will, depending on the behaviour, issue warnings before using sanctions.**

<p>List A</p> <ul style="list-style-type: none"> • Racism 	<p>This will always be taken to 'Behaviour Stage 2' and be dealt with by the deputy head teacher or head teacher. All incidents of racism are recorded and an anonymised, termly report is sent to the <i>Director of Children, Young People and Learners</i>. Parents/carers will be informed directly.</p>
<p>List B</p> <ul style="list-style-type: none"> • Bullying • Swearing / offensive behaviour • Rude gestures • Stealing • Physical abuse* – fighting, biting • Leaving the classroom without permission • Inappropriate reaction to criticism / discipline • Persistent disruption to lessons 	<p>Any of these behaviours will result in a 'pink slip' being sent home with the child (in an envelope), which has a section to be signed by the parent/carer and returned the next day, by the child, directly to the head teacher (or deputy head teacher if he is unavailable). The head/deputy will talk to the child about their behaviour and record the incident in a book. The child will also receive a lunchtime detention, administered by the head/deputy. All adults in school can recommend a detention, but detentions will be issued only by teachers and teaching assistants.</p>
<p>List C</p> <ul style="list-style-type: none"> • Sexism • Name calling • Discrimination • Physical abuse* – pushing, pulling, spitting, hitting, kicking • Lying • Abuse of property [includes personal, other children's or school property] • Refusing to follow instructions • Disrupting the learning of others • Disrespect to another child or member of staff • Spoiling other children's games • Invading other people's personal space • Not allowing other children personal privacy • Deliberately tormenting another child to provoke a reaction 	<p>These behaviours will result in a detention if other methods of negotiation have failed. All adults in school can recommend a detention, but detentions will be issued only by teachers and teaching assistants. He/she will inform the parent/carer by:</p> <ul style="list-style-type: none"> • FS/KS1 – seeing the parent at the end of the day, or by sending a short note if the parent is not available; • KS2 – putting a note in the child's diary.

Note that the adult will use his/her professional discretion in dealing with the incident and may, at any time, escalate the matter to Behaviour Stage 2 if appropriate.

* The adult will decide the severity of the 'physical abuse' – note also that '**play fighting**' is **not** allowed, and is often used by children as an excuse to avoid being blamed for fighting.

Dealing with unacceptable behaviour

It is always important to understand why a child is exhibiting such behaviour while at the same time looking for strategies to modify the behaviour. The adult should seek to talk to the child, listen and give her/him time to express their feelings and offer an explanation. The individual with the problem should be offered help to understand why his/her actions are unacceptable. Parents should be made aware of the situation, sooner rather than later.

It is also very important to help and support those who have been victims of unacceptable behaviour and to deal with perpetrators.

Any sanctions imposed should be realistic. Pre-emptive action should be used whenever possible, eg building positive relationships with other children or offering alternative ways for a child to play out their aggression.

The use of 'pink slips' and detentions will apply to all Key Stages, although in practice behaviours listed above that will trigger this are generally confined to older children (KS2). If a detention is given to a younger child, it will be handled sensitively, and in consultation with the parent/carer of that child.

Detentions for inappropriate behaviour on List C are administered at lunchtime (12.00 – 12.30) by a teacher, and List B by the head teacher or deputy head teacher.

For persistent poor behaviour children may be put 'on report' and have a daily report card, signed by both the class teacher and parent. The head teacher is made aware of this.

Teachers will keep records of consistent misbehaviour or a sudden change in behaviour patterns.

Behaviour Stage 2 Reprimand by the head teacher or deputy head teacher

Once the above has been exhausted, or for serious breaches of the behaviour policy, a child will be dealt with by the deputy head teacher or head teacher. This may involve (for KS1 and KS2 children) a possible detention time after school. In most cases when children are referred at this level, the parent will be informed (and may have already been involved).

Class teachers will be informed of any action the head teacher or deputy head teacher has taken regarding a child and parents, and this will be logged in the child's file.

Behaviour Stage 3 Parents invited into school for interview with the teacher and head teacher

This is a more formal meeting involving both the class teacher and the head teacher. In some cases the school may recommend external support for the pupil, and the pupil may be given a 'Behaviour Support Plan'.

Behaviour Stage 4 Parents and child informed of possibility of fixed term exclusion

This is a formal stage where a fixed-term exclusion is becoming a likely possibility because all other school procedures and external support is not having an impact on the child's behaviour.

Behaviour Stage 5 Fixed term exclusion

A fixed-term exclusion is a serious matter and is reported to the Local Education Authority. This is held on a child's file indefinitely. The head teacher may exclude a pupil from the school for up to 45 days in a school year, and there are separate regulations concerning exclusions.

Behaviour Stage 6 Permanent exclusion

The child's behaviour is not appropriate for the school and the child will no longer be educated at the school. In this instance the Local Education Authority takes responsibility for the child.

For most children at Atwood, they may never progress beyond Level 1. Although these levels are progressive, it is possible for a higher level to be used in some circumstances (e.g. a serious criminal incident).

It is a criminal offence for anyone to bring a weapon (knife/gun) onto the school premises and any pupil doing so would risk immediate permanent exclusion.

Sanctions to be avoided

Adults should not:

- Use an area of the curriculum as punishment, e.g. extra maths, or loss of PE (unless you cannot guarantee safety in the PE lesson)
- Send a child to sit or stand outside the classroom
- Send a child to the office alone
- Use whole class punishments unless it is justified.

Relationships

Relationships are vital – relationships between everyone and at every level.

Respect

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Expect to give and to receive
- Respect every person
- Treat everyone as an individual

Fairness

- Address the problem
- Avoid confrontation
- Listen
- Establish the facts – focus on what is right, not who is right
- Judge only when certain
- Use punishment sparingly
- Apply school rules uniformly

Building positive relationships

- Use humour – it builds bridges
- Keep calm – it reduces tensions
- Listen – it earns respect
- Be positive and build relationships
- Know your pupils as individuals
- Carry out any sanctions you impose
- Be consistent
- Establish your authority firmly and calmly

Do all you can to avoid

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over-reacting – the problem will grow
- Blanket punishment – the innocent will resent them
- Harsh sarcasm – it damages you!
- Avoid idle threats
- Don't threaten children with someone else's discipline

Remember

Be consistent
Be firm

Be fair
Be courteous

Be positive
Be realistic

Be reasonable
Be confident

Be a good example

Example of a pink slip

Atwood Primary School Notification of Inappropriate Behaviour

Unfortunately I have had to discipline your child today due to inappropriate behaviour. In line with our behaviour policy, your child will receive a detention from the deputy head teacher or head teacher for:

Bullying, Swearing / offensive behaviour, Rude gestures, Stealing, Physical abuse – fighting, biting, Leaving the classroom without permission, Inappropriate reaction to criticism / discipline, Persistent disruption to lessons.

This has been recorded, and we will contact you if we feel that his/her behaviour requires further support.

Teacher/Teaching Assistant: _____

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I would be grateful if you would detach and return this section only

Your child should bring this section to the head teacher (or deputy head teacher if he is unavailable)

Child's name: _____ Class: _____ Date: _____

I have noted that my child has been issued with a detention.

Any other comments:

Signed: _____ Your name: _____ Date: _____

Example of report card

Atwood Primary School – Daily Report Card

Week beginning: _____ Pupil: _____ Class: ____

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Session 3					
Session 4					
	Teacher: Parent:	Teacher: Parent:	Teacher: Parent:	Teacher: Parent:	Teacher: Parent:

Head Teacher:

This card will be completed by the teacher at the end of every session. If the child's behaviour has been acceptable, a sticker will be awarded and stuck in the appropriate box. If not, a short comment will be written. The parent should sign the card daily, and the head teacher will sign weekly.