



## BEHAVIOUR POLICY

### Archibald First School

At our school there is an expectation of outstanding behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

#### Rationale

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

#### Aims

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others.
- To build in children an ability to manage their feelings and to take action to avoid conflict.
- To keep all children motivated through a consistent system that rewards positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations.
- To develop social skills which enable children to discuss with their peers difficult and challenging issues.
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all groups feel equally valued.

#### Guidelines

- Adults should demonstrate mutual respect as an example to the children.
- There will be a fair and consistent approach to unacceptable behaviour. Staff should use a common sense approach and deal with incidents in a timely and appropriate manner.
- Positive behaviour and good manners should be praised and held in high esteem.
- Children should be encouraged to reflect upon their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.

## **Promoting Appropriate Behaviour**

The school teaches pupils to understand the needs and entitlements of all by following these simple school rules:

- ***Our behaviour helps us to learn and be safe.***
  - ***We listen quietly.***
  - ***We are polite and considerate.***
  - ***We walk in school.***
  - ***We follow instructions the first time they are given.***
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- Acknowledge and reward these behaviours and the general contribution made to the life of the school, as well as academic progress and achievement.
  - All children are placed in a whole school team. Positive behaviour is recognised by the giving of team points contributing to team rewards.
  - All children and staff are aware of what behaviour is expected and what is unacceptable.
  - Involve children as monitors to reward good behaviour.
  - Promote co-operation, understanding, consideration, honesty, fairness, and politeness, friendly and caring behaviours.
  - Developing an understanding of individual rights and individual responsibilities.
  - Develop an awareness of, and strategies for countering, discrimination in any form; celebrating differences and diversity.
  - Non-acceptance of aggressive behaviours (violence, harassment, physical or verbal abuse, insolence or bullying).

## **Preventing Inappropriate Behaviour**

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Ensuring all children know and understand the 'Good to be Green' system.
- Effective classroom organisation and management
- Maintaining a consistent approach throughout the school, including lunchtime staff.
- Appropriate curriculum match.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language through PSHCE lessons.

## **Good to be Green**

'Good to be Green' is a behaviour management system which rewards good and manages undesirable behaviour. Each class has an incentive chart, and each pupil has a green card placed beside their name at the start of each day. Provided they follow school rules and behaviour is acceptable, they remain on green all day and enjoy a special Friday afternoon playtime with all the staff. To encourage pupils to follow the rules a verbal reminder will be

given with minimum disruption to the lesson e.g. 'rule 2' or 'tell me the rule about listening'. 2 warnings will result in an amber card being placed behind their name, still with the green card showing, a further infringement will result in the amber card covering the green one. If unacceptable behaviour persists or another incident occurs a red card will be placed behind the pupil's name. If the red card replaces the amber by the end of the day the pupil loses 5 minutes of special Friday playtime. It is important that in dealing with negative behaviour, the needs of individual children are considered. For some children, the positive behaviour management system may require adaptations to allow for a more responsive approach which suits the needs presented by the child. To make 'Good to be Green' work, praise positive behaviour, remind children of the rule if necessary, remind children of consequences, apply consequences consistently when required.

More specifically children must be taught:

- To move appropriately in and out of school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour.
- To realise that they always have a choice about how they behave.
- To report incidents of bullying behaviour involving themselves or others.

Children who use appropriate behaviours must be encouraged and rewarded.

**Rewarding good behaviour must be the norm.**

### **Reward and Sanction Systems**

Rewards need to be frequent, consistent, in line with school policy and sure to happen in order to be effective. Children can earn team points for their school team. Privilege passes are awarded by lunch time staff and invitation to lunch with the Head teacher on the Friday Rainbow table. A short playtime on Friday afternoon is provided for all children who have not received a red card.

The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour. Archibald First School has an effective, consistent system in place to reward children for appropriate behaviour and impose sanctions for unacceptable behaviour.

**Exceptional behaviour will be rewarded with recognition from the Head teacher.**

### **In dealing with unacceptable behaviours**

- All staff to share the same understanding of the requirements of this policy.
- All staff will follow the 'Good to be Green' policy and procedures to deal with low level disruption and reinforce school rules. Teachers will use their discretion in the case of extreme behaviours.

- Apply the principles and procedures of the 'Good to be Green' policy to ensure fairness and consistency in praising/ rewarding good behaviours and punishing unacceptable behaviours.
- Refer repeated misbehaviour to the head teacher for possible further referral to external agencies for advice and support regarding assessment and behaviour management strategies.
- Incidents are recorded in the class incident log. The class teacher shall then inform the parents of all children involved, either in person or by letter for parents who are unable to come to school.
- If a child's behaviour is recorded in the incident log three times in the same term they will be reported to the Head teacher who will then decide what further action is to be taken.
- Help children deal with conflict by encouraging the development of assertiveness and the use of dialogue and compromise.
- Extreme cases may result in a child being excluded from school.
- The decision to exclude is at the discretion of the Headteacher after full circumstances have been determined. Responsibility will be delegated to a member of the senior leadership team in the absence of the Head teacher.

### **Inappropriate and unacceptable Behaviours**

In the case of persistent behavioural problems then the parents will be informed.

Extreme behaviour does present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour in line with school behaviour policy.

#### **Guidelines**

- Remain calm (if necessary give time for child to cool off).
- Ascertain facts.
- All name calling, especially racial and homophobic name calling, is unacceptable (see Racial and Homophobic Incidents).
- Avoid confrontation.
- Encourage children to think about the effects of their actions.
- Refer the matter to the Head Teacher/Deputy Head Teacher if it cannot be resolved.
- Follow LA Exclusion Guidelines when required.

### **Racial Incidents or Homophobic Incidents**

Racial and Homophobic incidents, including name calling, are to be reported to the HT/DHT using the LA systems for logging of such incidents. These will be reported to the LA.

## **Appendix 1**

**BEHAVIOUR – GUIDELINES and PROCEDURES  
PLAYTIME and LUNCH TIME in line with Archibald First School behaviour policy.**

Most accidents and most incidents of unacceptable behaviours occur during break periods. Vigilance by supervisory staff will help reduce accidents and incidents of unacceptable behaviour.

**DON'T WAIT FOR IT TO HAPPEN, LOOK FOR SIGNS OF DEVELOPING INCIDENTS OR BEHAVIOUR/PLAY LIKELY TO CAUSE AN ACCIDENT AND TAKE PREVENTATIVE MEASURES.**

Teachers on duty, and lunch time supervisory staff should walk about the playground and be vigilant.

Teachers on duty should be in the playground at the beginning of playtime.

Teachers on duty should remain outside until the last class has been collected.

Teachers not on duty should remain with their class in the playground until the teacher(s) on duty arrive.

At the end of playtime the teachers on yard duty should send a child to the staff room to inform the teachers that the whistle is about to sound.

Teachers not on duty must leave the staff room in time to meet their class line on the yard and bring them into school in an orderly way.

The teacher(s) on duty should report any **serious** incidents of misbehaviour by a child to that child's class teacher.

Regular staff meetings will be held to discuss discipline/behaviour and agreed ways of dealing with children presenting behavioural difficulties during play time/lunch time so that a common approach can be developed and implemented. Lunchtime staff will record incidents in their log books which will be given to the Head teacher at the end of each lunchtime session. Any children causing significant concern will be referred to the Attendance and Welfare panel who meet monthly.

**Procedures for Dealing with Unacceptable Behaviours linking to Good to be Green policy and procedures.**

Children who quickly exhaust the sanctions outlined in Appendix 1 require a different approach.

1. If a child continues to behave inappropriately after sanctions taken by the teacher they will be referred to their key stage leader. They will be asked about their behaviour, reprimanded, and given an explanation why their behaviour is unacceptable. At this point the child will be placed 'On Report' for an initial period of 1 week.\*

(\* At these points a judgement will be made regarding the seriousness of the behaviours presented. Repeated incidents will have been recorded in the class incident log. If they involve continual disruption of lessons, verbal or physical abuse, bullying or are racially motivated, then the following stages will be applied. )

2. Behaviour will be monitored over the following weeks and targets for improvement will be devised. These will be shared with parents and recorded on the report system. (If the behaviours relate specifically to playtime /lunchtime then children will miss these for their period on report)

3. Should the problem behaviours continue, the **Key Stage leader** should inform **the head teacher** using the Yellow Cause for Concern forms. These issues will be shared with the child's parents, identifying areas of concern and implementing a joint agreement on behaviour management strategies. The child may be placed on the S.E.N. list at SEN support for SEM (Social, Emotional and Mental Health) if they have not previously been placed on the register. A pastoral care programme will be implemented and form part of the child's IEP.

4. Following two reviews of the I.E.P. targets, carried out by the class teacher, a referral will be made to external agencies if improvement in behaviour is not being made. If parents do not agree to an outside agency becoming involved then the school will need to ensure that the parents fully understand that lack of support for the child will place the school in a difficult position where it is unable to meet the child's needs.

**Exclusion will need to be discussed with parents.**

5. If the child does not respond to the management strategies, pastoral programme, or support given by external agencies, then referral for assessment will be made.

Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support /strategies / intervention measures taken then this will result in the child's exclusion from the school.

Parents will be informed if a child's behaviour is disruptive over a period of time or if there is a serious incident, dates and times from class/HT incident log will be required where disruptive behaviour is over a period of time.

**No child** is to be sent to stand or work **outside the classroom unsupervised.**

If a child is sent to another class it should be for a short period of time – no more than 5 to 10 mins and always with work. They should always be accompanied by another child. It is the teacher's responsibility to request the child is returned to them following the agreed time out. On return an apology must be received from the child.

If a child is sent to the Head Teacher or Deputy Head Teacher a TA or child should accompany them to ensure arrival.

**All staff are expected to follow these guidelines regardless of where/when incidents happen.**

**Cases of Bullying – See Anti-bullying Policy**

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated.
- Staff will act, and be seen to act, firmly and promptly.
- Support and advice will be provided for the victim.

- In addition to punishment, help will be provided for the bully encouraging empathy with the victim and the development of desirable behaviour.

### **Conclusion**

Discipline around the school is everyone's responsibility. Children's positive behaviour should be praised and unacceptable behaviour challenged. A community where everyone feels safe and valued and takes responsibility for their actions will flourish.

### **Monitoring and Review**

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Behaviour Policy regularly. The policy will be formally reviewed every 2 to 3 years by the Leadership Support Committee.

**Date of last review: Autumn 2015**

**Date of next review: Autumn 2017**