

BEHAVIOUR POLICY

ARCHIBALD FIRST SCHOOL



At our school there is an expectation of good 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 systems that reward 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 equality groups feel equally valued.






Guidelines

- Adults should demonstrate mutual respect as an example to the children.
- There should be a fair and consistent approach to unacceptable behaviour.
- 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:

-  Always try to do your best
-  Do what the teachers ask you to straight away.
-  Tell the truth
-  Be kind to each other
-  Walk quietly in school

- Acknowledge and reward these behaviours and the general contribution made to the life of the school, as well as academic progress and achievement.
- Ensure all children and staff are aware of what behaviour is expected and what is unacceptable.
- 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:

- Effective classroom organisation and management.
- 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

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 and sure to happen in order to be effective. 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.
- Fairness and consistency must be seen to apply 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 re assessment and behaviour management strategies.
- Extreme incidents shall be reported to parents.
- 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.

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.

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 LEA Exclusion Guidelines when required.

Racial Incidents or Homophobic Incidents

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

BEHAVIOUR – GUIDELINES and PROCEDURES PLAYTIME and LUNCH TIME

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 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. Any children causing significant concern will be referred to the Attendance and Welfare panel who meet monthly.

Procedures for Dealing with Unacceptable Behaviours

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 phase 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 judgment 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 School Action for EBD (Emotional and Behavioural Difficulties)

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. The incident logs held by class teachers and the Headteacher are used to monitor the frequency and severity of any incidents to prevent low level disruption going un-noticed for any length of time. They are also used to help identify and prevent cases, which may become bullying if left un-addressed.

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.

Behaviour Policy – adapted from LA model policy September 2012

Agreed by Governing Body

Implemented

Next review September 2013