

CRICK PRIMARY SCHOOL Behaviour Policy

Introduction

In order to be effective, the school has developed a whole school approach to behaviour management. This has been achieved through the involvement of all staff and pupils. It is a policy which emphasises strategies aimed at preventing problems and supporting behaviour for learning and it ensures consistency for all and supports the aims and objectives of the school.

The policy emphasises expectations, responsibilities, rules and routines. It also highlights the need for pupils to realise that they are responsible for their own behaviour and that appropriate and inappropriate behaviour both have consequences.

Principles

At Crick Primary we firmly believe that effective discipline and good behaviour are essential to support learning and to enable pupils to achieve their best.

We seek to create a welcoming, caring, inclusive and safe learning environment by:

- Establishing high standards and expectations of behaviour for all pupils to support learning. We will work to ensure that all pupils can maximise their academic progress and their personal, social and spiritual development. We will regularly discuss and publicise our agreed set of expectations, values and beliefs. There will be positive and constructive rules for behaviour.
- Promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based on mutual respect.
- Providing a safe environment free from disruption, aggression, bullying and any form of harassment. We seek to ensure fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour. A system of rewards for good behaviour and a range of sanctions aimed at correcting inappropriate behaviour will be implemented. The promotion of good behaviour is the responsibility of all staff, pupils and families.
- Promoting early intervention to prevent problems from escalating and to support a behaviour climate which promotes learning.
- Working closely with parents, carers and other support agencies to develop a shared approach to maximising pupil progress and good behaviour.
- Improving behaviour through a commitment to learning. Pupils behave best when they experience well-planned, stimulating learning activities which are designed to meet specific needs.
- Having regard to the Equal Opportunities and the Statement on Bullying at all times.

Aims

As a school we aim to develop in pupils:

- A growing sense of self discipline
- Motivation to achieve their full potential

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- A high level of self-esteem and growing self-confidence
- The ability to positively meet challenges
- A sense of achievement
- A co-operative and tolerant attitude towards others
- The strength to be supportive of positive attitudes and behaviour
- The strength to be critical of negative attitudes and behaviour
- Respect and care for the school environment and for the environment beyond the school gates

We recognise the need to involve all people who have a stake in the development of the school and, to this end, we have clarified what is expected of all those involved.

Expectations

The children are expected to:

- show kindness to one another
- be supportive of each other in times of need
- be polite and treat others with respect
- be considerate to the needs of others and be prepared to listen
- never take anything that does not belong to them
- always strive to work to the best of their ability
- behave in a way that ensures their safety and the safety of others
- dress appropriately and safely for all school activities

The school staff (meaning all those who are employed by the school to ensure the development of the children), are expected to:

- Use praise and encouragement **WHENEVER POSSIBLE**
- Be able to justify their actions in the imposing of rules, rewards, sanctions and punishments
- Be consistent and fair
- Set high levels of expectations of children's academic and social abilities so that they may experience satisfaction and a sense of achievement
- Promote positive relationships between all members of the school community
- Consult and co-operate with others when and where appropriate
- Take the appropriate action to try to solve issues with speed and sensitivity
- Set clear targets to enable future identifiable progress
- Provide challenging, exciting and meaningful learning activities for all children, which are matched to their needs and abilities
- Assess children's achievements so that they can be made aware of their own progress
- Provide extra-curricular activities which enable children to develop new interests and skills
- Ensure, at all times, the safety of children
- Consistently enforce rules about care and tidiness of the whole school and to set a good example of such.
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We recognise and value the contribution of parents and carers in promoting the good behaviour of their children in school. We expect parents and carers to:

- get to know about their child's life in school
- support the school policies and guidelines for behaviour
- see that their child attends school regularly, on time, properly equipped and wearing school uniform

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- let the school know about any concerns or problems that affect their child's work or behaviour
- attend information and open evenings and opportunities for discussion about their child's progress
- support their child in homework and other opportunities for home learning

Special Educational Needs

This policy works alongside the policies for Special Educational Needs and Gifted and Talented children.

Behaviour policy - Guidelines for staff

The structure of the policy is as follows:

All staff are to use assertive discipline emphasising the positive by ensuring that sanctions and punishment are appropriate and consistent. We emphasise the positive through a number of ways including merit cards, stickers, certificates and verbal praise. Two written reports are sent out each year and there are two formal parents evenings informing the parent of their child's academic and social progress. An optional parents evening in the last term is also scheduled. These reports and meetings also reinforce behaviour.

Sanctions / Time Penalties

If a child misbehaves he or she shall receive sanctions in accordance with this agreed policy and shall be made clearly aware of the consequences of their actions. Teachers and teaching assistants working in the school can issue sanctions/time penalties.

Key Stage One / Foundation

All children start with a named peg on the green circle of a traffic light.

The first such offence	1 st misdemeanour: a verbal warning given.
The second	2 nd misdemeanour: the child moves their peg onto the amber circle, the teacher writes their name on the sad side of the board.
The third	3 rd misdemeanour: the teacher puts a tick next to the child's name and the child has a 5 minute time penalty. The time penalty is to be carried out by the class teacher either in their classroom or standing by the teacher if they are out on duty. A tick will be put on the class behaviour monitoring chart.
The fourth	4 th misdemeanour: the teacher moves the peg onto the red circle and the child is taken to their paired classroom by another child who will carry the red triangle.

The child will stay in that classroom for a standard time of 10 minutes to reflect on their behaviour. The peg remains on the red circle until the end of the morning or afternoon session. Should the pupil misbehave again then they will be sent to the Headteacher for a discussion about their behaviour and 'time out' with the Headteacher.

Key Stage Two

All children are of the expectation that they are all on 'green' for good

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The first such offence	1 st misdemeanour: verbal warning = name written on amber traffic light
The second	2 nd misdemeanour: tick next to child's name = 5 minute time penalty
The third	3 rd misdemeanour: second tick next to child's name = 10 minute time penalty
The fourth	4 th misdemeanour: write name on red circle = 15 minute time penalty
The fifth	5 th misdemeanour: out to paired class with the red triangle and an accompanying child.

The time spent in the paired class should be at the paired teacher's discretion but should be no longer than one hour.

For Key Stage Two time penalties are 'live' from lunchtime of one day to the lunchtime of the next. After 12.00 all children will have a fresh start.

In Foundation and Key Stage One time penalties are 'live' from the start of each day.

Teachers/teaching assistants must emphasise to children receiving time penalties that he/she has **chosen** to misbehave again.

In Foundation/Key Stage One any child who has been issued with a time penalty will serve the penalty standing next to the class teacher on playground duty.

At 12.00 all children in Key Stage Two who have been issued with time penalties must go to the class of the teacher on Time Penalty Duty. One child will be responsible for taking the time penalty sheet which will inform the nominated teacher of the time penalty length. Children should arrive promptly by 12.00 or they will be asked to return the next day. The teacher in charge should notify the child's class teacher of such an occurrence. Children should sit quietly with no work given. Children should be released immediately after they have completed their time penalty.

All teaching staff assist with time penalties by volunteering for time penalty duty. A rota has been established. See Appendix A.

Recording Time Penalties

Each class should have a record sheet with all their children's names on it. The class teacher should add the names of any new children to the record sheet where necessary.

A new record is to be kept of each child's time penalties each half term. These record sheets will be reviewed termly by the Headteacher.

Example:

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															H E A D					H E A D	
NAME																					
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	
Fred Smith																					
Jane Jones																					

A letter will be sent to parents when a child incurs 5 time penalties and at 10 penalties. This will be sent by the class teacher. Once a child has been issued with his/her 15th time penalty, and completed the sanction, they should be sent to the Headteacher, who will warn the child of future consequences of misbehavior. A letter will also be sent to the child's parents/carers to inform them of the child's repeated misbehaviour and possibility of future detention.

After a 20th time penalty has been issued and the sanction completed, the child should be sent to the Headteacher, who will issue the child with a detention letter. This informs the parents/carers that their child is to receive an after school detention. The letter also arranges an appointment for the child's parents/carers to come into school to discuss the child's misbehaviour.

The Headteacher will automatically place the child on a Report for Behaviour.

Behaviour Report

When a child has received 20 time penalties a letter will be sent to parents detailing arrangements for the child's after school detention (30 minutes). That letter will include details of an appointment to discuss their child's behaviour. At that meeting, at which the child will be present, targets for improvement will be negotiated. A fortnightly review of progress will be arranged until the child's Behaviour Report is withdrawn. At the initial meeting the Hierarchy of Sanctions will also be explained in detail.

The Behaviour Report covers each period of the day. The Teacher/Higher Level Teaching Assistant supervising each period of the day records whether or not the child has achieved his/her target for that session. The daily target will be negotiated but will normally start at 10.

The Behaviour Report must be taken to and from school each day by the child for examination by the parents/carers. Parents/carers are expected to sign the Report sheet each day and may comment if appropriate. If no signature is obtained the Headteacher must be informed.

Exemplary Behaviour Certificate

It is intended that any child not receiving a time penalty ticket over a term will receive a certificate of 'Consistently Considerate Behaviour'. Each of these certificates will be a unique limited edition certificate. These will be shown to children at the start of each term as an incentive.

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Behaviour at Lunchtimes

Midday supervisors have recently received training regarding their role in promoting positive behaviour at lunchtime.

All children are of the expectation that they are on all 'green' for good

The first such offence	1 st incident: Verbal warning and name in Lunchtime Book
The second	2 nd incident: tick next to name on amber = 5 minute time out
The third	3 rd incident: another tick next to name on amber = 10 minute time penalty
The fourth	4 th incident: write name on red circle = 15 minute time penalty

Assertive Discipline is to run lunchtime to lunchtime in KS2 and daily in Foundation/KS1.

Lunchtime Behaviour sanctions will follow the same traffic light system that is used in all classrooms.

If the time penalties come into force within the dining room, then the pupil should be removed to sit on another table by themselves.

If the time penalties come into force on the playground, then the 'offender' will walk alongside the adult for the duration of their time penalty. If they refuse the Headteacher or member of SMT will be called.

In cases of serious misbehaviour (see Hierarchy of Sanctions below) the Midday Supervisor must be informed. If the Midday Supervisor, in investigating the incident, agrees that the behaviour constitutes a critical incident she will refer the matter to the Headteacher. The Headteacher will send a letter to parents informing them of the incident. A lunchtime exclusion may be a possible consequence.

The Legal Position

"Lunchtime exclusions should be treated as fixed term exclusions equivalent to half a school day. Parents have the same right to information and to make representations to the Discipline Committee. Lunchtime exclusions for an indefinite period are not lawful. Arrangements should be made for pupils who are entitled to free school meals. Lunchtime exclusions should not be enforced if doing so would put the safety of the pupil at risk."

Use of Reasonable Force

- The need to use physical force to control or restrain children is rare.
- Physical control or restraint of pupils is not recommended in all but the most extreme of circumstances.
- Physical contact with children should be kept to a minimum.
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The use of corporal punishment is not authorised in any circumstances

Under the terms of the Education Act 1996, the Headteacher may authorise teachers and adults to use reasonable force to restrain pupils. All staff are allowed to use reasonable force in self defence.

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There are three broad categories where **reasonable force** might be used:

- in self defence
- where there is a developing risk of injury or significant damage to property
- where good order and discipline are compromised

Physical intervention can take a number of forms:

- physically interposing between pupils
- standing in the way of children
- holding, pushing or pulling
- leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back

Force that should **NOT** be used is:

- holding around the neck or any hold that restricts breathing
- kicking, slapping or punching
- forcing limbs against joints
- tripping or holding by the hair or ear
- holding face down on the ground

Except in emergency situations, all staff should avoid using physical force to control or restrain children and should call for the assistance of the Headteacher or SMT **if at all possible**.

All incidents, when restraint is used, must be recorded as soon as possible in the Serious Incident Book, which will be kept by the Headteacher together with written statements of witnesses with the children's records and a letter sent home.

The information recorded will be:

- Names of pupils involved
- Time of the incident
- Place where the incident occurred
- Names of staff or other authorised adults involved

Hierarchy of Sanctions

Some or all of these sanctions can be bypassed, depending on the severity of the issue; i.e. theft, fighting, damaging property, bullying, verbal abuse, cumulative misbehaviour.

There are some instances of behaviour, which are deemed to be so severe that they bypass all of the above sanctions. In these cases the head teacher will determine the appropriate consequence. Some actions are deemed to be so severe that the child is given an instant exclusion. These actions, (some of which are listed below) will not be tolerated within our school

They include:

- causing major injury
- wilful assault
- arson
- possession of cigarettes, drugs, solvents, pornographic material.

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Staff will emphasise the inevitability of the consequences should pupils choose to break the rules. They will stress that pupils have a choice as to how they behave and that consequences will follow from that choice. Techniques such as 'moving in' (adults placing themselves alongside a pupil likely to offend as a warning) or 'proximity praise' (accentuating good behaviour of an adjacent child) will help to deter poor behaviour.

Make sure the pupils recognise that the consequences are hierarchical. It must be clear to them before they act what the consequence of repeating the behaviour will be. Warnings need to be communicated to pupils without breaking the flow of the lesson unduly.

Children whose disruptive behaviour causes concern should be subject to multi adult discussions, which could include the parent. When assistance is needed a Personal Support Programme should be initiated, detailing the child's issues with targets set detailing how to facilitate change.

Assertive Discipline should permeate through the entire school and all staff, ancillary, cleaning; midday assistants should be able to use it accordingly. Dinnertime has its own code of conduct, rewards and sanctions

At all times, the following points must be adhered to in maintaining good behaviour within the school.

1. The importance of appropriate, suitable differentiated programmes of study for all our pupils that keep them busy and motivated in all curriculum subjects.
2. The responsibility of all staff members in promoting self-respect, self-confidence and social responsibility among our children.
3. The evidence of the link between good behaviour and the appearance of school premises. "We have a beautiful school and we want to look after it." Litter, graffiti and damage should be addressed as soon as they occur.
4. The importance of school/home partnership must encourage all parents to come into school at an appropriate time. They should feel welcome and involved. Parents have the opportunity to talk to staff at the end of the school day by prior appointment. However staff will make themselves available should an urgent matter arise.
5. At the start of every school day there will always be a member of staff on the playground at 8.45am and parents can advise the member of staff of any matters that might affect their child in school. Parents should be well informed of all events, including school and Friends Association functions.
6. The school should draw on the experience and resources of outside bodies such as behaviour support service, EP service, EWOs, social services and the police to assist in encouraging good behaviour and a positive outlook.
7. No policy is effective until it is understood by all parties, implemented consistently by all parties and reviewed regularly. It is intended to review this policy in line with the timetable published by the Governors Curriculum Committee, or as necessary.

Reviewed: January 2011
Agreed: January 2011
Review Date: January 2014

Behaviour Policy

Copy of detention letter to parents

Main Road
Crick
Northampton
NN6 7TU

Add school logo

Telephone Number: 01788 822633
Fax Number: 01788 823706

Dear Parent/Carer

Detention Notice

Your child, _____ is being kept behind at school on _____
and will remain in the Head teacher's office.

This means he/she will leave school at 4.00 p.m. rather than 3.30 p.m. and should be collected at this time.

Reasons for detention:

If there are any issues regarding arrangements for your child to travel home or you would like to discuss this detention then please contact the school.

Yours sincerely

Class teacher

Headteacher

.....

Please return to school

Detention on/...../.....

I have received the notice of 's detention.

Comments

Signed Name
Parent/carer