

MORETONHAMPSTEAD PRIMARY SCHOOL

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Owner	Safeguarding
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Next Review	Sept 2019



Behaviour Policy

Promoting Good Behaviour

GUIDING PRINCIPLES

- The quality of the education we offer is a major influence in creating a happy working atmosphere in which good behaviour is expected and maintained.
- All teachers have the right to teach
- All children have the right to learn
- All staff accept responsibility for explicitly teaching and modelling good behaviour
- Effective teaching and learning go hand in hand with effective behaviour, social and emotional development
- Nothing should stand in the way of these principles.

RATIONALE

For children to learn successfully in school they need a well ordered environment. At Moretonhampstead Primary School good behaviour is expected from all pupils and adults in class, around the school and out in the community.

AIMS

It is the aim of our school to provide a safe, secure, calm and structured environment, We aim to:-

- Encourage all children to grow up with a clear view what is right and wrong.
- Teach children to be caring and appreciative of the needs of others.
- Teach children to be courteous and respectful to adults in school.
- Give clear boundaries to pupils regarding behaviour.
- Encourage children to take responsibility for their behaviour choices.
- Establish a hierarchy of strategies to deal with inappropriate and unacceptable behaviour.
- Ensure that good behaviour is recognised and rewarded.
- Ensure that staff and children share a clear understanding of the consequences of behaviour choices.

GUIDELINES

We will:

- Promote a positive and purposeful atmosphere where everyone feels safe and supported.
- Provide and promote acceptable role models.
- Teach good behaviour as part of the Personal, Social and Health Education curriculum.

- Promote and reinforce acceptable behaviour and support the development of good self-esteem for all pupils.
- Provide discipline which is consistent, firm and fair.
- Involve pupils in compiling codes of conduct and Golden Rules for acceptable behaviour for classroom and playground.
- Involve pupils in taking responsibility for resolving minor differences through peer mediation.
- Act consistently as a whole staff in enforcing high standards of behaviour throughout the school.
- Encourage children to accept responsibility for their action.
- Teach children to think about the consequences of their behaviour and make appropriate choices.
- Inform parents when behaviour is giving cause for concern.
- Implement measures to tackle unacceptable behaviour including bullying and racist remarks.
- Seek the assistance of appropriate outside bodies to support children, parents and all staff when necessary.
- Suspend or exclude any pupil only as a last resort. Fixed term or permanent exclusion will be enforced in the event of a very serious misdemeanour when, to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil or of others.
- Always seek to use de-escalation skills to defuse behaviour situations.

Promoting Good behaviour in School

KEY RULES FOR ACCEPTABLE BEHAVIOUR IN SCHOOL

1. We show respect for each other by
 - Speaking politely
 - Listening carefully
 - Looking after each others' property
 - Taking responsibility for our behaviour
 - Always being truthful.

2. We help each other to learn by
 - Working quietly
 - Putting our hand up when we wish to speak
 - Listening carefully to the teacher and to others when it is their turn to speak.
 - Moving around the classroom without disturbing others.
 - Sharing ideas and views in class discussions.
 - Taking care of school property.

3. We help to make our school a happy place to work in by
 - Moving calmly and sensibly around the school.
 - Looking for opportunities to help others.
 - Valuing and respecting people's differences
 - Never swearing or using any language which is bullying or racist.
 - Never hurting anyone.

IF WE KEEP THE RULES WE CAN EXPECT REWARDS

1. Praise
2. Stickers
3. Housepoints
4. Showing our work to Mr Bentall
5. Awards presented in Friday Celebration Assemblies from staff
6. Whole class rewards – eg Golden time, marbles in jar etc.
7. Whole school rewards for house points & HT Golden Circles
8. Marvellous Manners Awards
9. Recognition learning postcards

SANCTIONS

The purpose of sanctions

If some children at Moretonhampstead Primary School are seen to break the agreed code of behaviour without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions that are **fairly** and **consistently** implemented.

Agreed sanctions include:

- A look - a facial expression indicating an adult's awareness / concern /disapproval
- A verbal reminder about appropriate behaviour. This may entail a simple explanation of what is acceptable and why.
- A verbal reprimand. This may include issuing a positive short-term target for good behaviour. If a child is then successful in achieving these targets, s/he should earn their teacher's approval. If not, the time during which the target is to be achieved should be shortened, thus allowing the child to be successful in meeting the target.

(If any child repeatedly ignores verbal reprimands, the teacher should explain the consequences of such behaviour. Staff must ensure that the child understands that it is their behaviour and not they personally, that is unacceptable.)

- Move position within classroom. Staff may move a child within the classroom area so that s/he may concentrate more easily and not be a source of disturbance. Children should **never** be removed from the classroom into an unsupervised area.
- Time out (see more information below)

Selection of sanction

When early sanctions are not proving effective in moderating a child's behaviour, one of the following sanctions should be applied. The selection of the most appropriate sanction is the responsibility of the class teacher who should consult with a member of the Senior Leadership team where indicated.

Time Out

In the playground, 'time-out' may involve a child walking with the teacher on duty for a short time or sitting at one of the tables. If a child is required to remain in the classroom for a few minutes during playtime, supervision is the responsibility of the teacher concerned.

Recording, Monitoring and Tracking of Behaviour Incidents/Achievements

All behaviour should be recorded in the class chronology. If staff deal with a behaviour incident for a child not in their class, they must ensure that they record this in the class chronology or pass the information onto the child's class teacher so that it can be recorded.

When recording behaviour:

- Be specific- avoid using the more general descriptions of behaviour (e.g. 'hurting others') if the specific behaviour is available (e.g. 'kicking others')
- Please record the location, time, lesson and a short description of the behaviour (if required) as this information could appear on any behaviour letter.

The class behaviour records will be checked regularly by the senior leadership team to identify children who are presenting persistently disruptive behaviour. Staff may wish to seek support from senior leaders if they require additional intervention.

The issuing of behaviour letters/contacting parents

All letters are available on staff server under 'behaviour' letter templates. Teachers issue the 1st and 2nd Behaviour letters. If a 3rd/4th letter is reached, this should be issued and signed by the Headteacher.

A **1st Behaviour Letter** is sent to parents after a **third** recorded incident of unacceptable behaviour, this letter asks that parents remind their child to follow the school rules and requires a reply slip to be filled out and returned.

A **2nd Behaviour Letter** asks the parents to come into school and discuss with the class teacher their child's unacceptable behaviour, where targets will be set for improvement and a **Home-School Behaviour Contract** will be signed by the child, teacher and parents.

A **3rd Behaviour Letter** asks the parents to come into school and discuss with the Head Teacher and the class teacher their child's unacceptable behaviour. All children receiving a 3rd Behaviour letter will be put onto a **Behaviour Tracking Sheet** which identifies targets and tracks progress throughout the day, lesson by lesson. This strategy will remain in place for 3 weeks.

A fourth behaviour letter asks the parents to come into school within 48 hours and discuss with the head teacher their child's unacceptable behaviour and further sanctions that may require additional support to be provided to the child by external agencies (e.g. Behaviour Support Services) and/or fixed term or permanent exclusion from school (see exclusions). If an exclusion is not deemed appropriate, the child may repeat the most successful 'intervention' preceding the 4th letter (e.g. a further 3 weeks of Tracking/report).

ADDITIONAL SANCTIONS

To support any tracking/monitoring of progress towards behaviour targets, the school may use the following additional sanctions where deemed appropriate:

- The withdrawal of after-school clubs
- The requirement to miss part or all of a playtime/dinnertime to discuss behaviour issues arising at the class teacher's discretion.
- The temporary 'exclusion' from playtimes/dinnertimes as a direct result of incidents occurring during these times.
- The 'internal exclusion' of a child who continues to disrupt the learning of other pupils or presents challenging and defiant behaviour.

PHYSICAL INTERVENTION

Some staff are trained by Team Teach to use positive handling techniques for certain situations. All positive handling incidents must be recorded in the Physical Interventions book in the Headteacher's office.

THE USE OF CIRCLE TIME

The school uses Circle Time as part of our programme of personal and social development.

Circle time is valued as part of the school curriculum. It is a time when we are able to focus on the skills of thinking, looking, listening, speaking and concentrating. Every class has regular Circle Time

The purpose of Circle Time is:

- To enable children to develop a sense of belonging to a group they can trust.
- To promote an ethos in which those belonging to the circle feel willing and able to share thoughts and feelings.
- To initiate collective responsibility for the promotion of self-esteem and positive behaviour.
- To establish a forum where children can help one another.
- To encourage self-discipline through the identification of personal behaviour or work problems and the formulation of an action plan to deal with them with the support of others.

Circle Time is a planned and structured activity. Each circle meeting has three phases.

An introductory phase to establish an appropriate atmosphere, when children may be involved in activities that enable them to get to know each other better or which develop particular skills, e.g. listening skills.

A middle phase dictated by the needs of the class or of individuals within the group or by the SEAL curriculum. During this part of the session the children may focus on a relevant theme, e.g. friendship, resolving conflict, co-operation, or may raise a particular issue that is causing them concern.

A closing phase focused on celebrating success or achievements or on cooperative games. In order that they may develop the skills to deliver the programme there are resources available in the PSHE resource area.

ADVICE FOR THE CONSISTENT IMPLEMENTATION OF THE BEHAVIOUR POLICY.

- Always send out incident letters or contact parents. Do not make exceptions. Class records must be completed.
- Class rules need to be set within the first week and agreed with the children and displayed. Class rules should not clash or alter the school behaviour policy in any way.

Time-out

Time out: - children must never, under any circumstances, be removed to stand outside classrooms in the corridor. They go to the agreed class. When the child arrives in your class you acknowledge the child, place her/him at a desk or chair where they can see a clock and then 5/10 minutes later return her/him. "Five minutes is up you may return to your class now".

Should a child reach the '1st time out' this is 'unacceptable behaviour' and must be recorded on the chronology.

On a second visit the child should have work with him/her and stays in the class for the duration of the lesson. On return to the class they should continue with their learning. **This must also be recorded in the chronology.**

If they continue to demonstrate the behaviour that caused the initial time-outs and third time out should be used. On a third time-out the child should remain in that class for the rest of the morning/afternoon, it would be appropriate for the teacher to: - discreetly tell the child that his/her behaviour is unacceptable and is disruptive to not only to his/her previous class but also to the current class; expect not to see the child again; remind the child that they will be looking to catch their good behaviour.

This must also be recorded in the chronology.

For children in Foundation stage/Year 1 they have time out on a chair in their own classroom rather than being sent to another class.

Other School Rules that must be enforced:

- Walking at all times around the school.
- No jumping down the steps.
- No eating in school corridors (If carpet is underneath your feet you are not allowed to eat.)
- No caps / hats worn in school.
- No jumpers around waist.
- No jewellery (other than 'safe' earrings/watch)

The behaviour & safety of every child is **everyone's** responsibility. We must not ignore good behaviour and we must never ignore an incident of poor or unacceptable behaviour because we are reluctant to confront. Good behaviour is the responsibility of every member of staff.

Use 'Praise with Feedback' every time you see children display positive behaviours.

E.g. "You are walking beautifully well done." "What sensible behaviour well done." "You are sitting quietly, what a lovely example." "Well done for putting that litter in the bin." "Thank you for opening the door" "Well done for saying please and thank you" "Thank you for sitting quietly in assembly" "What a good example you are setting, well done" "What wonderful walking on the corridor" "Well done for putting your chair quietly under your desk" etc.

The following lists may be helpful in deciding whether an incident (either at dinnertime or at playtime or during lessons) that is observed is minor and would become unacceptable if repeated. The list is written to aid consistency and fairness and that judgements made are objective rather than subjective.

Minor Incidents

(This is guidance only and you should always take into account the child's age and maturity)

- Throwing stones aimlessly
- Chatting off task
- Scribbling in work books
- Whistling in class / assembly
- Not following a teacher's instructions fully
- Play fighting that does not cause injury or distress
- Excluding others
- Rudeness followed by an immediate apology

This list is not exhaustive. Should a minor incident be consistently repeated, it should be classed as 'unacceptable'.

Unacceptable behaviour (this type of incident must be acted on immediately e.g. time out or reported directly to HT and will be recorded in 'Incident File')

- Reported bullying- physical & verbal
- Cutting another child's hair
- Disobeying an instruction from a teacher
- Play fighting that causes injury or distress
- Using sexually inappropriate language
- Violent behaviour/ assault
- Racist / sexist / homophobic behaviour
- Throwing stones at cars / people.
- Defiance
- Defacing work books or materials
- Throwing objects in class to distress (teacher or child)
- Excluding others by involving other children. Gangs.
- Dangerous behaviour/absconding from lessons/site
- Rudeness to an adult; showing disrespect
- Breaking a behaviour contract negotiated between the child, parents and the school

Bullying and fighting should always be addressed by making sure the `victim' is happy with any action that has been taken. The parents of a child that has been bullied / hit must be informed about the action taken. If they are not happy then this should be referred to the deputy head or head teacher.

CHILDREN WITH CHALLENGING BEHAVIOUR

Often children with challenging behaviour are, scared, compulsive and have low self esteem. These children have special needs and need a different approach to help meet their individual difficulties.

Children who consistently present with challenging behaviour will be subject to an individual behaviour plan which may be part of their IEP (individual education plan). Parents will be expected to work closely with the school in addressing their child's targets. These pupils will be placed on the SEN register and a variety of different strategies may be used, this could include:

- A personalised curriculum
- Regular energy bursts, eg 5 minutes of tennis, running etc
- A settling pack
- A calming card or exit card
- A calming place
- Nurture group
- Alternative arrangements at lunchtime eg 10 mins in computer suite, 10 mins model making etc
- Support from outside agencies such as: Education Psychologist, behaviour support team, Devon Action for Youth, YOT (youth offending team), counselling

BULLYING

Bullying may be distinguished from other unacceptable forms or aggression in that it involves dominance of one pupil by another, or a group of others, is predetermined and usually forms a pattern of behaviour rather than an isolated incident. For all dealing with bullying incidents refer to the school's Anti-Bullying Policy.

RACIST REMARKS

Racist behaviour can severely affect all children's ability to learn effectively and the effects of harassment may have serious consequences for individuals now and for the rest of their lives.

School will

- Investigate all incidents
- Ensure that children understand that racist name calling is totally unacceptable
- Record all racist incidents in the office behaviour book and on the form BR110.

September 2018

Behaviour Policy Guidance

Please follow this procedure for incidents of unacceptable behaviour:

Verbal Reminder of desired behaviour

(e.g. 'Remember, we put up our hand to speak'.)

1st Verbal Warning

Remind the child of the desired behaviour. (State 'this is your first verbal warning'.)

2nd Verbal Warning

Remind the child of the desired behaviour and tell them the consequences of the next warning (which would be time-out). State 'this is your final verbal warning, if you choose to continue with this behaviour then you will be choosing to have a time out.'

3rd Warning Verbal and TIME OUT

Send them to the next class up for 5/10 minutes. **Record in chronology.**

When the child returns from time-out they should continue with their learning and catch up with what they have missed.

If a child continues to break the rules after their **first** time out, please use the **second** time sanction:

Second Time-Out (rest of lesson)

The child must have work with them and they stay in the class for the duration of the lesson, returning ready for the next lesson. **Record in chronology.**

If a child continues to break the rules after their **SECOND** time out, please use the **THIRD** time sanction:

Third Time-Out (rest of session e.g. until dinner/end of day)

The child is sent with work to do for the rest of the morning/afternoon session. The Head Teacher should be informed.

Order of support strategies			
	Action	Consequence	Duration
3 time outs recorded			
1 st Behaviour letter/contact	Information for parent only		
2 nd Behaviour letter/contact	Meeting with classteacher	Behaviour contract	2 weeks
3 rd Behaviour letter/contact	Meeting with classteacher, SENCo and HT	Behaviour tracking sheet	3 weeks
4 th Behaviour letter	Meeting with HT within 48 hours	External agency support/exclusion	

1ST BEHAVIOUR LETTER

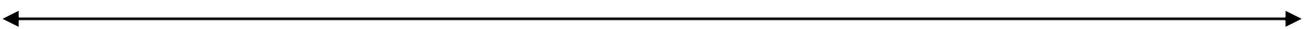
Dear Parent,

During the last few days/weeks _____ has not been behaving as well in class as they could and they have had 3 time outs from the class. It is important that _____ understands the need to follow our school code of behaviour and I would appreciate it if you could discuss their behaviour with them.

If _____ behaviour does not improve then I will contact you again and suggest we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will help him/her to settle back down again.

Yours sincerely

Classteacher



Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Signed: _____

2ND BEHAVIOUR LETTER

Dear Parent,

Following my previous letter regarding _____ behaviour I am sorry to say that s/he is still struggling to adhere to the school's code of acceptable behaviour.

I would appreciate it if you could arrange to meet me after school so we can discuss ways forward.

Thank you.

Yours sincerely

Classteacher

3RD BEHAVIOUR LETTER

Dear Parent,

I am sorry to report that despite meeting and creating our behaviour contact, _____ has continued to be disruptive in the classroom.

_____ would now benefit from a structured approach to help them improve their behaviour in school and we need to discuss this. I would be grateful if you could attend a meeting with Mrs Dart and myself so we can discuss how we can best support _____ in improving their behaviour.

Yours sincerely

Classteacher

Class record sheet

Class:	Term:
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Name	Behaviour	Time out 1	Time out 2	Time out 3

