

GOODRINGTON SCHOOL BEHAVIOUR POLICY

Aims

- 1) To promote a positive ethos
- 2) To enable children to work and play in a safe environment.
- 3) To promote equality of opportunity.
- 4) With the help and support of parents/carers, to offer children choices which encourage them to accept responsibility for their own behaviour and lead them towards self discipline.
- 5) To provide support and encouragement when things go wrong.
- 6) To provide a clear and fair system of sanctions and strategies which are consistently applied throughout the school.

Positive Reinforcement for Good Work/Behaviour

To promote a good attitude towards their work, regular attendance and punctuality, whilst at the same time encouraging acceptable standards of behaviour, children are given positive feedback and praise by staff as a matter of policy. This is supported by a system of rewards or incentives. Any member of the staff can award pupils personal house-points and or stickers for good work or behaviour. Stickers often have on them the nature of the achievement e.g... Good Spelling, Writing, Reading, Well Done etc. and where possible an appropriate one should be used. Points are accumulated and every Friday the House Cup is awarded to the house with the greatest number of points. The highest scorers from each House are also to be given recognition.

The house names are: Wedlake, Appleton and Aylofffe.

Examples are excellent progress in a subject, improvement in attitude or behaviour, sustained effort, being kind, helpful etc. Staff may also send children with good work to be commended by the Head Teacher to receive special stickers and/or house-points.

Circle Time

This takes place whenever a member of staff has time. It is a positive time when children are encouraged to share experiences, show items they have brought in, or discuss problems. Staff are to encourage children to develop their ability to resolve problems themselves and to devise strategies for the future.

Celebration Assemblies

Whole school assemblies take place on a Monday and Friday. Within these assemblies any member of staff may award a pupil or pupils and its purpose is to celebrate and recognise children's personal achievements with their peers. Other personal or class achievements are also recognised by the school, eg. excellent progress in a subject, improvement in attitude or behaviour, sustained effort, being kind, helpful good attendance etc.

Occasionally a treat is awarded and chosen from a selection of favourites given by their teacher, e.g. 5 mins extra play, having the board games out for a time in class or a similar activity.

The Head Teacher frequently recognises and praises individuals and classes for their conduct on trips, or whilst representing the school in competitions, or attending activities led by outside agencies within the school.

Assemblies are also used to make announcements, highlighting behaviour problems or other matters affecting the children, staff or parents. If possible any moans are dealt with outside the celebration assembly as it would spoil the aim of the assembly.

Our Discipline Code of Practice

It has to be acknowledged that no code of practice could possibly cover every eventuality, "children being children," therefore there are bound to be occasions when incidents occur which are not covered by this code of practice. At these times, hopefully with parental/carer support, the policy will be applied using professional judgement and common sense. Any society needs rules for it to function effectively, efficiently and safely. Our school is no different in this. The rules we do have are kept to a minimum and are there to protect individual's rights. They are discussed with the children at the beginning of the school year in class and at assembly. They are reiterated again at various times as necessary during the year.

General School Rules

In School

1. We walk when in any part of the school building.
2. We are courteous and polite to all.
3. We state our side of an argument assertively, but not aggressively.
4. We resolve differences without resorting to violence.
5. We seek help from a member of staff when differences cannot be resolved
6. We tell a member of staff if we feel we are being bullied.
7. We tell a member of staff if we have been hurt in any way by another child.
8. We tell a member of staff if we have been subjected to verbal or racist abuse.
9. We respect our own, others and school property.
10. We share school equipment when necessary and use it sensibly.

Class Rules

These are discussed with the children at the beginning of every school year, agreed upon and displayed in the classroom in a prominent position for all to see. All rules will be in positive language e.g. instead of "We will not shout out" would read, "We will always raise our hand before speaking".

Playtime and Lunchtime Rules

Broadly speaking similar rules apply to playtimes and lunchtimes. The lunch hall has specific rules:

1. We always walk.
2. We line up quietly and sensibly.
3. We do as we are asked by the midday assistants.
4. We are always polite.

5. We eat sensibly and quietly, only talking to people on our table.
6. We pick up any food we may have dropped and put it in the waste bin.
7. We put our hand up if there is a problem and tell the midday assistant calmly and politely.

Playtime rules are posted in classrooms.

In our Playground

1. We play fairly, safely and sensibly together and have equal rights.
2. We treat each other as we would like to be treated.
3. We share playground equipment and use it properly in the correct areas.
4. We accept accidents can happen and say sorry if they do.
5. We walk away from confrontation and ask for help if we need it.
6. We respect decisions made by all members of staff.

What happens when things go wrong in the classroom?

1. Children will usually be offered choices as a consequence of their behaviour, e.g. finish your work now or during playtime.
2. They may be reminded twice of a classroom rule. On the third occasion have to accept time out.
3. During time out children are isolated from their peers and are asked to reflect on their behaviour i.e. take responsibility for it, and think about what they need to do to put things right. This could be an apology to a member of the class or the teacher, or an agreement to work on task without disturbing others for the rest of the lesson.
4. If the problem is successfully resolved they may rejoin the class.
5. If not, or they continue to cause disruption during time out, they may be exited to another classroom. Children who are exited will be expected not to disrupt the class they are exited to and accept time. During this time they will again be asked to reflect on their behaviour and think about how they can put things right. They may be asked to work in the classroom they are exited to if appropriate. They still have to finish their work if necessary during their break time.
6. A classroom exit is a serious breach of school discipline and should be followed up with a discussion with the Head Teacher to discuss their behaviour. An exit may result in playtime detention It may also result in the Head teacher or teacher contacting the parent/carer to discuss the matter.
7. A serious misdemeanor may result in an immediate exit to another class or the Head Teacher, e.g., defiance of staff, swearing, throwing of equipment or fighting. The Head Teacher may decide to telephone the parent/carer to discuss the matter, as incidents of this nature may result in 'fixed term' exclusion.
8. In the event of an immediate exit, three exits in one week or a persistent recurring problem, a member of staff may contact the parent/carer to discuss possible ways forward, including the possibility of placing the child "on report."

On Report

1. This is a convenient way of formalising a daily communication home about a child's behaviour. We ask that the parent/carer discuss the day with their child, provide support and encouragement, make written comments in the report book, if appropriate and sign to indicate that they have seen it. The

process works as follows:

2. Parent/carer contacted and the reason given why their child is to be placed on report.
3. Child is placed on report with a review after two weeks.
4. Agreed target written in the book.
5. Child's behaviour monitored at every lesson, playtime and lunchtime.
6. Child ensures that at the end of each session their report book is completed by the appropriate member of staff.
7. Child takes home completed report book daily for parent/carer to read and sign.
8. Returns signed form the following day.
9. Teacher and Head teacher monitor progress.
10. At the end of the two week period if targets have been achieved the child is taken off report.
11. Parent/carer advised on the final report book home or contacted by Head teacher if necessary.
12. All report books are filed in the pupils file for future reference.

What if Problems Persist?

Staff will consider all available information, including any from home. The appropriateness of the curriculum will also be considered, if necessary the child may be placed on the SEN register and or outside agencies consulted. Parents/carers will always be kept informed and consulted.

Temporary Exclusion (Suspension)

Temporary exclusion (also known as suspension) means a pupil is excluded from school on a short-term basis because of bad behaviour, including bullying. A decision to exclude a pupil will be taken only in response to breaches of the school behaviour and anti-bullying policies. The first time a suspension is made it is temporary and can last up to five days. The maximum number of days a child can be suspended in any school year is 45. Sometimes pupils could be suspended during particular times in the school day as in for example, during lunch breaks.

Exclusion

A decision to exclude a pupil will be taken only in response to serious breaches of the school behaviour and anti-bullying policies and usually once a range of alternate strategies previously outlined have been tried and shown to be unsuccessful. However in extremely serious cases it may be necessary to exclude a pupil following a single incident.

Only the Head Teacher or her designated Deputy can exclude a child from school.

Criteria for exclusion may include any of the following:

1. Health and safety: where a pupil is a danger to themselves or others.
2. Where a pupil's behaviour threatens to undermine discipline in a class or the school e.g. ignores or defies staff
3. Where a pupil's behaviour frequently disrupts other children's learning and or prevents a teacher from teaching, e.g. classroom disruption.

5. Where a pupil has been bullying, in **any** form, another pupil
4. Where a pupil persistently ignores class/school rules.
5. Where a pupil swears directly or attacks a member of staff.

Where a child is excluded from school the following procedure will be followed:

1. Parent/carer advised if possible by telephone, followed up by a letter confirming length, reason for exclusion, date of commencement and other information about homework. This will be sent by first class mail. Copies will be sent to the Governors.
2. Usually the exclusion will commence the following day if parent/carer is contactable by telephone, 24 hours later if not. For serious breaches, the Head Teacher can make the exclusion immediate and/or permanent and the parent/carer will need to collect the pupil as soon as possible.
3. Children excluded must not come onto the school premises during an exclusion, even to collect a sibling from school.
4. On return a meeting with the parent/carer and the excluded pupil will determine the pupil's conditions of return to school. This will include clear expectations of the child's future conduct, which depending on the nature of the exclusion or whether there have been previous exclusions may take the form of a two week period on report, or additionally a formal behaviour contract signed by parent, child and Head Teacher. A behaviour recovery programme and if necessary modification of the curriculum, will be agreed and the pupil monitored by the classroom teacher.
5. The Head Teacher may also be involved in the monitoring process. The Head Teacher will also be kept informed during the monitoring period. Minutes of the meeting and any written agreements will be filed and copies sent to the parent/carer, the class teacher and the governors.
6. All involved will be kept informed of progress and consulted during the reintegration period. A review held two weeks later will decide future action to be taken and strategies to be employed.
7. Pupils who do not respond to the school's interventions are at serious risk of permanent exclusion. They need to be identified and provided with a Pastoral Support Programme (PSP). This school-based intervention is designed to help individual pupils to manage their behaviour better. It will be automatically be set up for pupils who have had several fixed term exclusions, or for a child identified as being at risk of failing to reintegrate successfully following a period of exclusion. In setting up a PSP the child's parents/carers will be invited to a meeting to discuss the causes of concern and what can reasonably be expected/required of the pupil to put the situation right both academically and socially. Other agencies, such as Social Services can be involved in the production and monitoring of a PSP.
8. The school may also involve the local authority Behaviour Support Team where appropriate. Parents/carers will be informed and consulted.

Permanent Exclusion

This is only used as a last resort and usually only after all other avenues have been explored.

Playtime and Lunchtime

1. One teacher is on duty in the playground at playtime. This is to be increased if pupil numbers improve.
2. Three Midday Assistants are on duty in the playground at lunchtime.
3. Children are expected to play sensibly, co-operatively, share any school equipment, treat everybody

with courtesy and resolve differences without resorting to violence.

4. When difficulties arise which they are unable to resolve themselves children are expected to seek help from the teacher or MDA on duty and "not take the law into their own hands".
5. Teachers/MDA's may use sanctions/strategies which are appropriate but similar to the classroom, e.g. Talk an incident through with the children involved. Children will be expected to accept responsibility for their own actions and should be encouraged to offer solutions themselves and offered advice and support.
6. Staff should offer children choices e.g. play sensibly or accept time out.
7. Staff may ask a child to apologise to another child where appropriate.
8. Children may be reminded of a playground rule (3x rule applies)
9. They may be asked to do "time-out" against the wall.
10. Staff may instruct a child who has pushed into a line to go to the end of the line, or wait until the end. A child who does not accept this may be asked to complete a "spell of time out". (See point 12.)
11. MDAs should report repeated, difficult or unresolved problems to the child's class teacher.
12. Staff may exit a child from the playground to a supervised classroom at playtime, if other sanctions have failed; their behaviour is a health and safety risk to themselves or others or if they are rude/abusive, defiant or violent towards a member of staff. Playground exits at lunchtime are reported to the teacher on duty or the Head Teacher, who follows these incidents up as they occur and talks through the incident with the children involved. Consequences of a playground exit at lunchtime may include:
 - a. Detention/s at playtime.
 - b. Writing an account of the incident giving details of what happened, their part in it, how they are going to put the matter right and how they could act in a better way in a similar situation next time.
 - c. Verbal apology to another child or member of staff.
 - d. Written apology to another child or member of staff.
 - e. Loss of playtime during the lunch period for one or a number of days. During which time they may be asked to work.
 - f. Child placed on report.
 - g. In extreme cases lunchtime or fixed term exclusion.

Children will always be offered their lunch and given time to eat it, however if they choose not to eat their lunch then that is their choice and they will not be forced to do so.

Lunchtime Exclusion and what it means

A lunchtime exclusion or debarment is not a sanction we would wish to take. However it becomes necessary as a last resort, having first tried and exhausted previously mentioned sanctions, with little or no improvement in expected behaviour.

Criteria for a lunchtime debarment are the same as criteria 1, 2, 4 and 5 used for fixed term exclusion. Very rarely it may be necessary to debar a child at lunchtime immediately, or even exclude a pupil for a fixed term without a first warning letter e.g. a child throwing food/crockery/cutlery in the lunch room, swearing directly at a member of staff or defying instructions given by a member of staff.

In the event this becomes necessary, School Policy, which in part is derived from Government Policies/Guidelines, are always adhered to and the following procedure followed:

1. Parent/carer advised if possible by telephone, followed up by a letter confirming the debarment and its

length, and or by 1st class mail in the event that telephone communication was not possible. The letter also offers the parent/carer the opportunity to discuss the matter with the Head teacher.

2. Parents/carers will be given 24 hours notice to enable them to make any necessary arrangements.
3. An excluded child must leave the school premises at 12 noon (Lower School) or 12.25pm (Upper School) and should not return until 1pm (Lower School) or 1.25pm (Upper School).
4. The supervision and safety of the child during this period is the responsibility of the parent/carer.
5. Children excluded at lunchtime are recorded as a home dinner.
6. On return the child's lunchtime behaviour will be closely monitored as further incidents of a similar nature may result in further lunchtime debarment. This is also stated in the letter home.
7. Parents/carers are kept informed.

Verbal Abuse

Verbal abuse directed at another child, parents or staff will not be tolerated. Consequences may involve detention and verbal or written apologies. In extreme or repeated cases parental involvement may be enlisted following contact by a member of staff or the Head Teacher. Persistent verbal abuse amounts to bullying and will be dealt with as such. Children and parents have a responsibility to report incidents to staff and not put up with it.

Racism

Racial abuse will not be tolerated in our school and all incidents should be reported to a member of staff. The following procedure will be followed:

1. Member of staff receiving reported incident to assure child/parent/carer that the incident will be dealt with and action taken made known to them. Reported incident should be referred to child's class teacher.
2. Child's teacher to investigate and send children involved with details of incident to named member of staff who will record the incident in the Racial Incidents Book.
3. The named teacher will see all involved and record the incident. This member of staff will use their professional judgement and may decide:
 - a. Initially to educate the perpetrator and obtain an apology acceptable to the victim.
 - b. To use detention coupled with a written apology.

Where appropriate to use the no blame approach, as with bullying. Parents of victim and perpetrators will be informed and the situation monitored.

4. Where this is a second recorded incident, particularly in a short space of time, to refer the incident to the HT.
5. The HT will always contact the parents of all involved, where a referral is made by the named teacher. She will seek their support and keep them advised of any planned action she is planning to take. She will advise the named teacher of action being taken to facilitate recording.
6. The HT may decide to involve other agencies e.g. behaviour team/educational, psychological service/social services.
7. Where above fails to stop the racial abuse, or for incidents of a very serious nature, e.g. a proven premeditated racial assault, a fixed term or permanent exclusion may be appropriate and the police involved where a crime has been committed. The Governors will be advised.
8. The number if racial incidents will be reported at the Governors Meeting. This information is available to parents, as the minutes of Governors Meetings are displayed on the school notice board.

School trips and behaviour whilst visitors are in school

It is important to note here that frequently comments about our children from outside agencies and visitors, is extremely positive.

However, it is particularly important for their own health and safety that children behave appropriately on school trips, especially as it may bring the good name of our school into disrepute. Children are always advised of expectations before a trip and any serious misconduct may result in detention at break-time on return to school, verbal or written apologies and or exclusion from the next trip. Parents/carers are advised of action taken, with reasons by letter.

Where any visitor to the school is subjected to a display of inappropriate behaviour similar sanctions will apply and parents/carers notified.

Bullying

The school has an Anti-Bullying policy, a copy of which is available at the school office and on the school's website.

It is important to understand what bullying is and what it is not. For this reason the school definition as written in the policy is reproduced below:

Bullying is defined as recurrent, premeditated physical or emotional abuse of a pupil or pupils by another or a group of pupils.

Bullying should not be confused with isolated incidents which may occur from time to time between children e.g. arguments or fights over football or any other game during playtime.

All reports of bullying, whether by a child or a parent/carer, are taken seriously, investigated fully, appropriate action in line with school policy taken and all parties involved informed. Bullying will not be tolerated and can only thrive where there is secrecy and little or no communication. For this reason we encourage an ethos where it is safe to tell. The school's Anti-bullying policy sets out clear principles and indicates ways in which the school can identify and combat bullying. The recommended procedure, set out in detail below, is based on the so called "no blame approach." This is not considered a soft option, is time consuming and requires careful monitoring to be successful. It also, by placing the responsibility on the children for their own actions, is in keeping with school philosophy.

Recommended procedure in the event of an alleged case of bullying

1. If bullying is suspected staff will always listen and get full details from the victim. The victim may prefer to talk about the problem, write about the incidents or draw a picture and discuss it. The aim is to get details from the victim of their perspective of what is happening, how they feel about the situation and what they see as a resolution. Staff will record information and date it.
2. A member of staff may wish to involve the Head Teacher if appropriate.
3. The victim, with support, will then meet with those accused of bullying. The meeting will be handled

skilfully and sensitively by the member of staff, remembering that it is about establishing facts about what is going on and not apportioning blame. It will be necessary to establish whether this is actually bullying or something else. (If it is not bullying the incident will be dealt with according to Our Discipline Code of Practice and the subject of bullying discussed with the children and in particular the child alleging that bullying has taken place.) Staff will listen carefully, recording details and concentrating on the children's rights and responsibilities and how in particular the victim feels about what is happening. If the victim feels unable to face those accused of bullying the teacher will see the children separately, but still ensure that the facts are established, and agree a resolution with them and ensure monitoring arrangements are in place.

4. Children will be asked how each one of them can help to resolve the situation. The victim too will be asked about their part in helping to resolve the situation, where this is thought appropriate. An agreement will be made which will include expectations of behaviour for the future and what they are to do if things go wrong, i.e. informing staff on duty at playtime, MDA's at lunchtime and always their class teacher. Staff may consider the use of a circle of friends ("buddies") where this is appropriate to support the victim and ensure reporting of future incidents. Where there is concern about children reporting incidents, the class teacher may have to ask the victim daily how things are going at appropriate points in the day e.g. after playtime/lunch-time/end of day and where this is necessary record information in a book. If they are not the member of staff monitoring the situation they will appraise the person responsible of any progress, or lack of it. This is likely to be the case where the Head Teacher is involved.

5. At the initial meeting the children will be told of a date and time when they will meet again to review the situation. This could be a few days or a week and the teacher will agree this with the children. They will know that the situation is being closely monitored. For this reason other staff including MDA's will be made aware that there is problem and the names of children involved. They too will then be able to help in the monitoring process and report any problems. The children will be advised of this and reminded of agreed procedure to be followed if problems arise before the next scheduled meeting.

6. Following the initial meeting, if all goes well, further meetings will be arranged as appropriate and time between meetings extended until the children agree the problem is resolved and further intensive monitoring becomes unnecessary. Professional judgement by staff at meetings, through discussion with the children involved, will decide the length of time between meetings and when they are to be discontinued.

7. Referral to the Deputy Head Teacher or Head Teacher is always an option at any time and parental involvement of all children involved may be considered necessary in extreme cases, or where little or no improvement, is being made. This will always be the case where the "no blame" approach has been tried and failed and bullying continues. Decisions about placing a child on report, and or involving outside agencies may also have to be considered in consultation with the Head Teacher. Parents/carers will be informed and consulted in the event that any of these options become necessary. In very extreme cases fixed term exclusion may also be considered.

8. Staff will keep notes on incidents of bullying and any action taken to resolve the situation and place them in the victims file. Any record book of incidents involving a victim will also be filed. Any child involved in an established incident of bullying will also have a dated, brief entry made in their personal

file, with a cross reference to that of the victim. This is necessary for future reference, or when further action needs to be considered. The information is available for viewing by the parent/carer.

9. The Head Teacher will be kept advised of incidents of bullying, even when not directly involved.

10. Staff meetings may be used to advise staff of problems involving bullying so that everybody is aware and can respond appropriately to future incidents involving these children.

11. If the report of bullying is made by a parent/carer, or the school has found it necessary to involve the parent/carer, they will be informed about the findings of any investigation and advised of the action which is being taken. Any written communication from parent/carer will be filed in the child's file at the office along with copies of any written communication from the school.

Parents Grievance Procedure

If a parent feels that any matter has not been satisfactorily resolved, they should in the first instance contact their child's class teacher to discuss the matter further. If the situation remains unresolved, then referral to the Head Teacher may be necessary. An appointment should be made through the office. If the matter still remains unresolved, the parent/carer has a right to refer the matter to the governing body. The correct procedure being for the parent/carer to write to the governors, care of the school and the letter will be forwarded.

J. R. ELLENBY
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