



Behaviour Policy

Philosophy

At Garton on the Wolds CE Primary School we endeavour to create a secure, caring and effective environment which values the individual child and promotes the Christian values of love, forgiveness and reconciliation which underpins all relationships in school. We offer and support a fresh start to any person and everyone is rewarded and praised for doing the right thing.

Pupils should have the opportunity within school to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. All children should be treated favourably and adjustments should be made in order for disabled pupils to take part in the activity.

The Governing Body and the staff believe this is best achieved in a school where clear rules are understood, where high expectations and demands are made and positive attitudes demonstrated.

Every opportunity should be taken to enhance self esteem by praising achievement and emphasising the positive rather than the negative aspect of a child's behaviour.

The Governing Body and staff firmly believe in the traditional values of courtesy and consideration for others which are promoted through an agreed whole school policy on good behaviour.

The policy should be understood by; governors, staff, parents and pupils. It should always be applied in a fair and consistent way.

AIMS

To sustain a caring school where

- Everyone is valued, respected and safe, and where all pupils can learn and be taught successfully.
- Co-operation, mutual respect, self-esteem and self discipline are all encouraged.
- A sense of community with an atmosphere of stability, security and success prevails.
- High expectations of discipline are demanded and positive attitudes are demonstrated.
- Self confidence, knowledge and potential is fostered to enable each child to make a useful, rewarding and valued contribution to adult life.
- A consistent approach promotes good behaviour.
- The partnership between home and school extends the link with the wider community.
- Not to treat disabled pupils less favourably for a reason related to their disability.

Expected Code of Conduct Around the School

Each September class teachers will guide the pupils in their class to create a set of positive rules first for the classrooms and, later, for the public areas. The rules will also be promoted through the School Council. Classroom rules should be prominently displayed as soon as possible after their formulation. Suggestions for rules for the hall, assembly times, playtimes, cloakrooms and corridors should be given to the headteacher as soon as possible after

the start of the autumn term so that these can be formulated and displayed. An annual poster competition will also be held for children to illustrate their chosen rule. Best examples of these will be displayed in appropriate areas.

Staff's Role to Reinforce the Agreed Rules

Teaching Staff

Good classroom management and organisation can help to promote positive behaviour.

So therefore teachers should:

- Greet their class at the entrance of their classroom or the outside door at the start of day.
- Walk out with their class at the end of day and be a presence on the playground.
- Be punctual when collecting children from the playground at the end of playtimes and lunch hours.
- Supervise, where possible, children in cloakroom areas and when walking from one area of the school to another.
- Provide well prepared and challenging lessons.
- Extend and motivate all pupils.
- Ensure the classroom is interactive, inspirational and a safe environment.
- During assembly times supervise the class so that they are quiet and attentive.
- Encourage children to move around the classroom and school in a calm manner.
- Give special attention to grouping pupils, considering ability and behaviour.
- Encourage pupils to talk to everyone in a socially acceptable way.
- Praise and reward polite and considerate behaviour.
- Establish classroom rules, routines and expectations early in the year.
- Use circle time and PSHCE lessons actively to help pupils acquire positive behaviour skills including assertiveness and to discuss negative behaviour.

The School Rules will be reinforced on a cyclical basis during assemblies. It will be pointed out to children that they should respect and obey the instructions and advice from every member of staff.

Non-Teaching Staff

Non-teaching staff have a fundamental role in promoting appropriate behaviour around the school, especially when the pupils are under their sole supervision.

So therefore non-teaching staff should:

- Insist pupils refer to all staff by their title and surname.
- Be punctual.
- Liaise before the lesson starts on what their role is within the lesson and organise their resources before the lesson commences.
- Be aware of the annually established classroom and public area rules.
- Encourage pupils to move around school in a calm manner.
- Encourage pupils to talk to everyone in a socially acceptable manner.
- Praise good behaviour.
- Train pupils to organise, look after and use equipment appropriately.
- Give house points for good work.

Rewards Procedure

It is important to recognise and reward good behaviour. The whole school rewards procedure is built in to each class' reward system so that positive behaviour rewards are directly linked to all areas and time of the day and more publicly recognised. Good behaviour certificates and a pencil will be awarded each week.

House Points will also be awarded for good work carried out in the classroom. A choice of good work will be shown in the Awards Assembly and the child presented with a sticker and a certificate.

Guidelines for Dealing with Inappropriate Behaviour

- Be assertive, referring the child back to the rule which has been broken.
- Be fair and consistent.
- Deal with poor behaviour calmly - do not shout or lose your temper.
- Listen to explanations and reason.
- Be positive and build relationships.
- Carry out the decisions you have made.
- Criticise the behaviour not the child.
- Use the sanctions procedure.

Avoid

- Humiliating the child.
- Raising your voice.
- Over reacting.
- Excessive punishments.
- Sarcasm.

Sanctions Procedure

These are applicable throughout the school day including during educational visits and extra curricular activities.

1. First infringement - verbal warning for the infringement of a rule - be specific about the rule that has been broken.
2. Second infringement - isolation, so that the child may not interfere with other children. Ensure that, if it occurs in the lesson time the child may still actively participate.
3. Third infringement - incident report form (white) completed with class teacher during the next playtime - not during teaching time. An information slip will be sent home to inform parents that an incident has occurred.
4. If a third white incident form is completed within a half - term the pupil will also complete a yellow report form and attach it to the three white forms.
5. Yellow incident report forms are completed in class. Class teachers are to complete the 'Adult's Comment Box', before the child completes the section. The form is photocopied and the original is given to parents for their comments and acknowledgement. All copies are to be kept in the Class Behaviour File to be monitored by the Headteacher every half term.
6. If a third yellow incident report form is completed within a half term the child will also complete a blue report form, with the Headteacher who will request an interview between parents and the child, (if the child's presence is thought to be of benefit) and appropriate members of staff.
7. A blue form will be completed with the Headteacher **immediately** if there is any incidence of:
 - Violence - resulting in the marking (ie bruising, etc) of another child.
 - Vandalism - deliberate damage to property in and around the school
 - Theft

Incidents which happen at break times will follow a similar procedure:

- First infringement - verbal warning.
- Second infringement - isolation (standing against a wall for a given period of time)

- Third infringement - white form (to be completed immediately) under the supervision of a class teacher. Midday Supervisors will complete the 'Adult's Comments' section of the white form before giving it to the class teacher. This will assist in monitoring persistent misbehaviour a lunch times.
- Incidents as detailed in point 7 will result in an immediate blue form.

Sanctions and punishments should, where possible, be appropriate to the infringement of the rules. Pupils will be asked to suggest their own punishment.

Foundation Stage Pupils

Foundation stage pupils are learning to mix, share and co-operate. Their first few terms at school are preparation for accepting and complying with the code of conduct. Consequently it is not expected that children will receive a white, yellow or blue forms until Year 2. Transgressions should be discussed with the child and, where appropriate, reported to the class teacher.

Special Needs for Behaviour Problems

Pupils whose behaviour does not improve following the above procedures should have an individual behaviour plan formulated. An analysis of the situations which lead up to the child's poor behaviour needs to be made in order that greater understanding can be achieved by all parties. It is of great importance to involve, and engage the support of, parents at this stage. The Headteacher, SENCO, class teacher, parents and child, if appropriate, should work together to establish a small number of achievable behaviour targets which can be rewarded at home as well as school, if possible. Behaviour monitored at school should be communicated to parents on a daily basis by means of a personalised report card.

It may be necessary to review the needs of particular children with behaviour problems within an agreed timescale. (At least every six weeks to ensure consistency.)

Involvement of Outside Agencies

- ❖ Clinical psychologist - referral by G.P.
- ❖ Pupil Referral Service - give advice to school.
- ❖ Educational Psychologist - referral by the school.
- ❖ Educational Welfare Officer - liaises with parents in cases of unauthorised absence.
- ❖ Social Services - referral by the Child Protection Co-ordinator and Headteacher.
- ❖ CAF team

Exclusion (DfEE Circular 10/99)

It may be appropriate to exclude a child for a fixed term while behaviour is being considered in the light of a number of serious breaches of school discipline or the possibility of safety of other pupils being under threat if the excluded child were to remain in school. Exclusion will be considered an option where there has been:

- Verbal or physical aggression against a staff member
- A child has left the school premises without permission
- Persistent unacceptable behaviour such as bullying

Before a pupil is excluded a range of alternative strategies will have been tried. Exclusion will often be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. However, a permanent exclusion can be given for a first offence, e.g. involving violence, when the Headteacher has had adequate time to consider the incident in question.

Such action will be exceptional and will generally relate to extreme behaviour and constitute a serious breach of school rules. The Headteacher has a duty to ensure good order and discipline among pupils and to safeguard their

health, safety and welfare when they are authorised to be on the school premises and when they are engaged in authorised activities elsewhere.

Only the Headteacher may exclude for a fixed period or on a permanent basis. The responsibility will fall on the Senior Teacher in the absence of the Headteacher. Except in the case of an exclusion resulting from a first offence the school procedure, including an individual behaviour plan, should have already been applied before excluding a child. In this way both parents and pupils will have been made aware of this possible ultimate sanction.

The total number of fixed period exclusions given in any one school year must not exceed 45 school days. The parent/carer of the pupil must be informed immediately exclusion occurs. The following information must be conveyed in writing within one school day.

- ❖ The period of exclusion
- ❖ The reason for exclusion
- ❖ That representation can be made to the Governing Body about the exclusion
- ❖ The way this can be achieved
- ❖ Details for the setting and marking of work for the pupil
- ❖ That the parent has a right to see the pupil's school record

The Headteacher should inform the Governing Body of fixed period exclusions of more than five days in total in any one term.

Circular 10/99 describes 'debarment' at lunchtime as exclusion. However, it is considered that 'debarment' is an appropriate disciplinary sanction which the Headteacher can use to maintain good order and discipline throughout the lunch break without the need to disrupt the pupil's formal education.

The Governing Body should establish a Discipline Committee consisting of three to five governors to hear representations from parents/guardians of excluded pupils. The committee's role is to:

- ❖ Review the use of exclusion within the school.
- ❖ Consider the views of the relevant person.
- ❖ Confirm exclusions of more than 15 days.
- ❖ Decide whether to confirm permanent exclusions.
- ❖ Confirm exclusion where the pupil will miss SAT's.

The committee must be informed of all:

- ❖ Permanent exclusions
- ❖ Exclusions over more than five school days in any one term (separately or in total)
- ❖ An exclusion which results in a pupil missing a public examination.
- ❖ Where the exclusion is for more than 5 schooldays the Discipline Committee must consider any representations from the excluded pupil's parent/guardian, or decide if a pupil may return to take an examination.

The Disciplinary Committee may decide to reinstate an excluded pupil or direct the Headteacher to reinstate the pupil immediately or on a particular future date. The Headteacher must comply with the directive of the Discipline Committee. The decisions made by the committee to reinstate or otherwise must be communicated in writing to the Headteacher, the parent/carer and the LEA immediately.

If a permanent exclusion is decided upon, the Discipline Committee should follow the guidance set out in the DfEE Circular 10/99. A pastoral support programme, based on the recommendations of this circular, should be agreed with parents and the L.E.A. This should be developed to help individual pupils better manage their behaviour.

This policy will be reviewed annually as part of the School Improvement Planning process.

December 2010

White Behaviour Form

Name

--

Date

--

What did I do?	What rules did I break?
Why did I do it?	What can I do so that I don't break this rule again?

Adult's comments:

--

Yellow Behaviour Form

Name

Date

What did I do?	What rules did I break?
Why did I do it?	What can I do so that I don't break this rule again?

Adult's Comments:

Parent's Comments:

Please return this form to school as soon as possible.

Blue Behaviour Form

Name

Date

What did I do?	What rules did I break?
Why did I do it?	What can I do so that I don't break this rule again?

Headteacher's Comments:

Parent's Comments:

Please return this form to school as soon as possible.

Your child has been given a White Form today in accordance with our Behaviour Policy.

The matter has been dealt with in school, however if you wish any further details please do not hesitate to contact your child's class teacher.

Date

Signed

Your child has been given a White Form today in accordance with our Behaviour Policy.

The matter has been dealt with in school, however if you wish any further details please do not hesitate to contact your child's class teacher.

Date

Signed

Your child has been given a White Form today in accordance with our Behaviour Policy.

The matter has been dealt with in school, however if you wish any further details please do not hesitate to contact your child's class teacher.

Date

Signed