

Achieving Good Behaviour



School Behaviour Policy

September 2018



We believe that every child in our school matters and that they have a basic entitlement to be safe and happy at school. We also believe that every child has the right to learn and achieve their full potential in a well-run, orderly school, with good behaviour in every classroom.

Introduction

- Good behaviour within school is essential if children are to feel safe.
- Good behaviour in school is essential if children are able to achieve to the maximum of their ability.
- We encourage a positive atmosphere based on rewards and clear, fair sanctions. Children are encouraged to resolve their differences through negotiation and discussion.
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves.
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance.

Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships - both the professional relationships between teachers and the ways in which pupils and teachers treat each other - is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Orderly atmosphere is collective. Communication is very important and all pupils and staff need to know exactly what is expected of them.

Achieving good behaviour for all pupils is the shared responsibility of all adults working within the school and relies on seven key principles...

1. A consistent and positive approach by all school staff
2. Good classroom management, learning and teaching
3. A range of clear, age appropriate, rewards
4. A range of sanctions which follow a progressive sequence
5. Regular teaching of behaviour strategies and of what good behaviour is.
6. Effective organisation of the school day and its facilities to take account of behaviour issues
7. Promoting good attendance and punctuality for all

Achieving good behaviour throughout the school is based on three RIGHTS which apply to everybody - staff, visitors and pupils:

Aims

We aim to:

- Foster harmony, co-operation, tolerance, courtesy and consideration for others;
- Encourage development of responsible thought;
- Promote the self esteem of pupils;
- Maintain a context conducive to acting learning;
- Encourage each child to realise his/her own potential;
- Maintain order and instil a sense of order in children;
- Maintain the safety of pupils and staff;
- Instil respect for property;
- Instil a sense of appropriate behaviour in different contexts, playground, assembly, moving around school inside as well as outside, educational visits;
- Involve parents in improving aspects of behaviour where necessary

As a staff we have agreed to adopt aspects of the Assertive Discipline Strategy. We believe that all children must be aware of the strategy and how every teacher will employ the same process. Assertive discipline involves both the use of praise for good or exemplary behaviour and the use of sanctions for inappropriate behaviour.

Rewards:

The emphasis in our school is on recognising and encouraging positive behaviour in order to reinforce and encourage further good behaviour.

All staff praise and reward positive behaviour by:

- Giving verbal praise
- Giving reward tokens (different within each phase)
- Giving stars, stickers and smiley faces
- Awarding Certificates
- Putting name in weekly Golden Book
- Stamp - Achievement Cards, class Dojo behaviour program,
- Writing, telephoning or telling parents or carers how well behaved and hardworking their children are

Each phase group within the school has adapted the above approaches to praise and reward in order to create an individual reward system which best suits the age and needs of the children within that phase.

At times rewards might vary in order to maximise effect and motivation for good behaviour.

Sanctions:

An essential part of our behaviour management lies in the fact that all pupils know what sanctions will be imposed for unacceptable or inappropriate behaviour.

The principles upon which sanctions are based are that they should be:

- the minimum necessary

- immediate and short lived
- consistent
- focused upon the act, not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour

Using the right level of sanction:

In our school, applying consistent and fair sanctions is informed by considering two factors, the level (or severity) of the negative behaviour and the frequency (or context) in which it occurs.

The following two tables are used to inform the level of sanction given.

Behaviour level	Examples
Level One refers to low level negative behaviour	Fidgeting / fiddling, Shouting out, Failing to keep on task, Leaving desks, Unkind remarks, Time wasting, Running in corridors, Pushing in line.
Level Two refers to more serious negative behaviours	Threatening / Aggressive behaviour, Refusal to co-operate, Disregard for authority,
Level Three refers to the most serious types of negative behaviour.	Any form of discrimination - Racism, sexual, ethnic, Focused Bullying, Any violent behaviour with intent to hurt another person. Bringing a weapon onto the school premises.

Sanction Steps

STEPS	Behaviour	Action to be taken
1	First instance of level 1 behaviour	<ul style="list-style-type: none"> • Verbal warning given
2	Second instance of level 1 behaviour	<ul style="list-style-type: none"> • Verbal warning • Child's name recorded on conduct sheet/red card. <p>Appropriate sanction which may include missing a playtime.</p>
3	Continuation of Level 1 behaviour from Step 2 Or Isolated occurrence of level 2 behaviours	<ul style="list-style-type: none"> • Child removed from current setting and asked to work in different area of the classroom or partner classroom. • In addition to class work the child is asked to reflect on behaviour. • A brief written record of incident and copy given to HT or DHT
4	Repetitive occurrence of	<ul style="list-style-type: none"> • Continued use of sanctions within Step 3.

	level 2 behaviours.	<ul style="list-style-type: none"> • Referral to SLT (i.e. Phase Leader.) • Parental involvement. • Monitored carefully
5	First instance of level 3 behaviours.	<ul style="list-style-type: none"> • Direct referral to HT or DHT. • A brief written record of incident and copy given to HT or DHT • Parental involvement. • Incident of discrimination logged in accordance with LA/ National policies and legislation. • Outside agencies may be involved • Potential for short term exclusion

Exclusions

- Exclusion guidance is based upon current Gateshead MBC and DCSF guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LEA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal exclusion, managed move.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter within one school day.
- Detailed records of incidents are kept and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
 - Verbal abuse.
 - Violent or threatening behaviour.
 - Persistent, defiant, disruptive behaviour.
 - Bullying.
 - Racist or homophobic abuse.
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
- If a pupil is at risk from permanent exclusion a pastoral support programme will be implemented.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one off offence.

Support agencies can be asked to contribute help, e.g.,

- The Educational Welfare Officer

- The Social Services Department may shed light on some difficulties being faced with the family background.
- The Behaviour Support Service.
- Educational Psychologist.

The pupil him/herself may also contribute to his/her own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about his/her work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised.

As a last resort, the pupils may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.