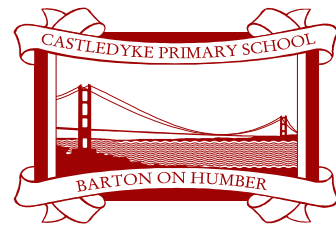


Castledyke Primary School



Behaviour Policy 2009

*Our Focus is the Future
Our Children are the Future*

CASTLEDYKE PRIMARY SCHOOL

BEHAVIOUR POLICY

Introduction

We want to create a positive climate at Castledyke Primary in which pupils; staff and parents respect each other equally and take a real pride in our school.

Aims

The aim of the behaviour policy is to provide a framework to support staff in developing good behaviour and discipline so that successful teaching and learning can take place.

We wish to develop good citizens for the future.

All work in this area is linked to 'Every Child Matters' (DCSF, 2004) positive outcomes

Objectives

The objectives are to:

Pupils

- To accept the clear expectations according to agreed norms.
- To work towards 100% attendance (see 'attendance' documentation)

Staff

- To understand and implement the guidelines for all staff working with the children regarding welfare and behaviour.
- To understand when sanctions should be taken and what they should be.
- To develop positive relationships with parents.
- To identify and support children with emotional and behavioural problems.
- To refer to other professionals and other agencies when the problems are beyond staff capabilities.
- To ensure that the relevant staff are aware of the pupil's difficulties in any area, whilst maintaining appropriate confidentiality.

All Stakeholders / Senior Management / Governors

- To address and train pupils and staff in anti bullying techniques. (Separate Policy)
- To address and promote racial harmony. (Separate Policy)
- To develop the concept of a 'safe' child linking with the Child Protection Policy (Separate policy 'Safeguarding')

For all of the above there will be links to curriculum planning.

Expectations of pupils

The following codes of behaviour have been discussed and adopted by children and staff:

Five 'Golden Rules' exist within school and are displayed around the school.

We Care.

We are well mannered.

We make the right choices.

We are fair.

We are Castledyke!

These standards enable the whole school community to know and understand the boundaries of acceptable behaviour. These standards are displayed at prominent positions around the school and referred to by everyone on a regular basis. (Shared vocabulary)

These rules are communicated to parents through the school prospectus, and school on line profile, as well as during discussions with parents throughout their child's school career.

Playground Codes of Behaviour

As a number of children have difficulty behaving correctly in the playground a small number of rules have been devised by the staff and children.

These are:

- We should go to the toilet before going out to play.
- We should be kind and polite to one another.
- We must ask permission before leaving the playground.
- We must play in places which are safe.
- We should tell the person on duty if someone worries, upsets or hurts us.
- We must support other children who do not have anyone to play with.
- We must put litter in the bin.
- When the first whistle blows we must stand still and quiet.
- When the second whistle blows we walk quietly to our line.
- Then we walk quietly into school.

The last code is to develop a calmer movement around school.

Staff are expected to use their own judgements to make a risk assessment as to whether it is safe, for all parties to intervene in an incident involving physical aggression.

Expectations of staff

Good discipline is based on the mutual knowledge and respect of known standards, alongside strong relationships and a motivating, relevant curriculum. This should be differentiated to the needs of the child. We expect staff to model appropriate behaviour at all time.

Good order has to be worked for, it does not simply happen.

All staff must enter into regular behaviour management training and discussion involving:

- Pupils with difficulties.
- Setting high standards.
- Applying rules fairly and firmly.
- The expectation to give and receive respect.

We must be consistent in our application of praise and sanctions and we must all use a shared vocabulary.

We must provide good examples by:

- Respecting every person.
- Treating everyone as an individual.
- Avoiding shouting and confrontation as much as possible

Relationships are important at every level. We should take the initiative:

- Greet and be greeted.
- Communicate and be communicated with.
- Smile and relate.
- Praise, and praise and praise!

Problems will occur where children are learning and testing the boundaries of acceptable behaviour. Pupils need to be taught to make correct decisions and choices and to be able to understand and accept the consequences of their actions.

If a child's behaviour is not acceptable they should be reprimanded and the appropriate behaviour explained. Tasks must be clearly explained and there should be room for children to make mistakes and try again. We should take care not to label children; research shows they will live up to the label.

The environment

Staff working with children need to accept responsibility for providing a safe, and secure environment. (Separate Policy, Health and Safety Policy)

This should take into account the difficulties that some children have. It is the staff's responsibility to minimise risk of poor behaviour.

To create a good learning environment, we should:

- Arrive before a session and begin on time.
- Be prepared for the activity.
- Keep everyone occupied and interested.
- Extend and motivate all pupils.
- Ensure work is at the appropriate level.
- Praise work or mark work promptly and constructively.
- Keep an attractive room with stimulating displays and interest areas.
- Adhere to school policy.

We should do what we can to avoid:

- Humiliation
- Shouting
- Over reacting
- Blanket punishments
- Sarcasm.

We should try to:

- Use humour
- Keep calm
- Listen

Discussion of values which include respect for property, honesty, trust, fairness and self-discipline should arise as part of moral education.

Rewards for good behaviour

It is very important that the positive aspects of praise and reward should have great emphasis. (Refer to 'rewards' triangle)

This could take the form of:

- Consistent use of praise to both individuals and groups.
- Merit marks, stickers and stamps (for good behaviour and work)
- Certificates for good behaviour (a good photocopiable selection are available)
- Communication to parents, verbal / telephone / card home.
- Commendations in public (assemblies for example/Shining Stars book)
- Display of pupils' work.
- Responsibilities and valued 'Jobs' awarded to children who display exceptional behaviour.
- 100% attendance certificates pupils /staff.
- Head Teacher's tea party (excellent behaviour badge)
- Half termly treat, based upon conduct points gained.
- Friday Options
- Head Teacher's stamper.
- Individual class reward systems
- House system (merit points)
- Citizen's Award, from the Police
- Payment for a good job well done, £2.00, Y6 work initiative.
- Elite table at lunch time.

Sanctions

The above rules set the guidelines for the children; if these are broken then they should know this is unacceptable. The aim is to maintain the maximum focus on teaching and learning.

The hierarchy of staff for dealing with sanctions, according to the severity of the issue is:

- Class teacher/Pupil following the school's policy
- Class teacher / Learning Mentor
- Class teacher /parent
- Class teacher / Learning Mentor / Parents
- Deputy Headteacher (with the above)
- Headteacher (with the above)

At lunchtime the senior midday supervisor has responsibility for discipline using her team and staff available in school. All incidents must be reported to the learning Mentor or Senior Management, according to severity.

All staff should make use of their peers when trying to devise appropriate strategies.

Good Practice:

Hierarchy:

- Staff should ensure that all pupils are aware of the ground rules relative to the activity which they are involved in.
- All pupils should know the type and timescales of activities. In the case of pupils with a poor behaviour record a visual timetable is recommended.
- Use of body language, eye contact and appropriate signals in an unobtrusive manner to correctly pupils who may be moving off task.
- Verbal warning; remind child of their responsibilities and 'thank' them for complying.
- Pupils who are adhering to the standards should be praised and congratulated at REGULAR intervals.
- Pupils with challenging behaviour should be praised consistently (overly) when they too are displaying the required behaviour.
- Persistent, low level, nonconformity would result in the pupil being moved to a designated area for a 'timeout' session. This could be within the classroom or outside the classroom door. The length of time would be age appropriate. The aim is to bring the child back into the lesson as soon as possible.
- If the behaviour continues or escalates, then the Learning Mentor may be called to support the child. She is likely to speak to the child away from the class and remind them of their responsibilities and return them to the classroom.
- The Learning Mentor may decide that she needs to spend more time working with the child or to refer to parents, school's counsellor or Deputy or Headteacher.
- Note should be taken of the child's attendance and where this seems to be a factor in behaviour management the EWO should be informed and involved.
- Where the member of staff feels that the child has had either a 'bad' incident or a series of minor incidents then the parents should be informed either after school or by telephone. The member of staff should offer to speak to the parents about the issues and should ascertain whether there is any underlying cause from home that might be impacting upon the child's behaviour.
- Members of staff may also send a child, with work, to another classroom to be supervised. The arrangement, which is open ended, means that the receiving staff will make no comment on the behaviour but accommodate the child and supervise the work done. (Some children may need support to move to the receiving classroom.) Feedback can be given after the session. Staff should send the child to a member of staff who they feel will be able to cope and should have negotiated with another member of staff or set up the arrangement so that all staff are engaged and one person does not become overwhelmed with difficult children.
- Where, it seems, to the member of staff, that there are issues at home they should refer immediately to the Learning Mentor, Deputy or Headteacher.
- Where discussions suggest that the child should be monitored for their behaviour members of staff dealing with that child should write up 'chronology' sheets to support further planning and discussion. Parents should be aware that this is happening and should have updates.
- Any serious incidents also require documentation in the form of a chronology sheet. Serious incidents, of a one off nature, should also be directly referred to the Learning Mentor, Deputy and Head.

- The SENCO should be made aware of all children whose behaviour is deteriorating. The ‘Special Needs Code of Practice’ applies to behaviour and children showing a poor response to support will move up the stages of the Code:

Concern – Classroom management

School Action – parents, Learning Mentor, SENCO involved

School Action Plus – parents, Learning Mentor, SENCO, Head, outside Agencies

- Should it be decided by all parties that the child is to move up the stages of the ‘Code of Practice’ then further documentation, pertinent to their needs will need to be in place. The SENCO will ensure that the relevant members of staff and the parents are informed of their duties and responsibilities regarding such things as reviews, IBPs etc.
- A copy of all documentation relating to meetings and SEN behaviour issues must be lodged with the SENCO and the Learning Mentor.

Care should be taken to make the punishment appropriate. Both praise and sanctions should be administered in a consistent manner by all staff so that both children and parents alike can see fairness in our approach.

After an incident it is essential that staff concerned work to preserve the strong relationship with the child. All effort should be made to work on reconciliation and pay back. ‘Repair and retrieve’ work should be undertaken, perhaps using a ‘Circle Time’ strategy so that the child knows that the staff hold no grudge.

Transition

All records relating to a child’s behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.

In Y6 the SENCO will organise a full transition processes with the receiving school, according to the child’s needs.

Exclusion

Permanent

The Secretary of State feels that permanent exclusion should be seen as a **last resort** and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations).

This should only occur when to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to others at the school. The school must clearly show that they do not have the facilities to support the child’s needs.

Fixed Term Exclusions

These should follow on, systematically, from the school's wider policies on the behaviour of pupils and the resolution of conflict. The school ethos does not support the whole sale use of fixed term exclusions and when they do occur it should be considered by all parties to be a very serious matter. The authority to exclude resides only with the Headteacher.

Children can be excluded at lunchtimes, on a fixed term basis, if other reasonable steps have been taken and not been successful.

This may also be the case for the school bus.

Again this is under the Headteacher's direction.

The school uses two types of fixed term exclusion.

Internal and external.

The above relates to all pupils including those in the Locality provision (Unit) although documentation relating to the Unit should also be read in order to understand the full position regarding these pupils.

(Admission process and procedures)

(‘TeamTeach’ policy – ‘safe handling procedure’ documentation, care plan)

NB no member of staff is to use ‘TeamTeach techniques unless they are up to date with their training and are authorised by the Headteacher.

Relationships with parents

Parents have a vital role in fostering good behaviour. Parents should be encouraged to be involved in their children's schoolwork and actively encourage and reward progress. Some parents may find difficulty with this and may need guidance. Parental support for school's policy is very important. Communication is important at all times, particularly when problems occur with a child. A two way system of communication is important so that school can contact parents and parents feel they are welcome in school if they have a problem. Good behaviour as well as bad should be communicated to parents. Early notice of particular difficulties should be given so that problems can be discussed and a plan of action can be devised.

We need to be aware of difficulties or pressure at home, which may cause a child to exhibit problem behaviours.

The Learning Mentor will form one of the main planks of home/school liaison. It is her job to have a strong relationship with the family and to liaise with outside agencies. She may also be involved in the meetings where families are working under arrangements set up by Social Services or other agencies.

Home visits are part of the process.

The school currently also offers ‘Family Links’ courses three times per year. The Learning Mentor, and Counsellor facilitate these courses for selected families.

Dealing with Children with Emotional and Behavioural Problems

Children who exhibit behavioural problems will need to have a behavioural management programme put in place - an Individual Behaviour Plan (IBP).

In these cases the Counsellor will be consulted and a meeting will be held attended by relevant staff in order to produce a tailored package of strategies to support the child's individual needs.

Parents are to be involved. Strategies already listed above will inevitably be used but the team will exercise some flexibility in the programme that they offer as the work progresses.

It is likely that there will be input from other outside agencies and advice sought from the educational psychology service.

Whole School Approach

To ensure a whole school approach, our policies should be communicated to everyone involved with the children. We value the work with the wider community in order to provide opportunities for development.

We welcome all stakeholders into the school in order to share our work and to celebrate our achievements.

The school should take note of comments from pupils, parents and from Government initiatives when reviewing this policy at least, every three years.

R.Pugh

M. Cook

Policy Agreed, Date 10th March 2009