

HIGH STREET PRIMARY SCHOOL

BEHAVIOUR POLICY



REVIEWED SEPTEMBER 2014

CHANGES

June 2012 New policy

Contact

If you have any questions regarding this policy please contact your PAPH HR Adviser

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MISSION STATEMENT

At High Street our aim is:

- To provide a caring, secure, family environment where each child is valued as an individual who is able to benefit from and contribute to the life of the school, regardless of gender, race, creed or disability.
- To teach children how to acquire knowledge and skills.
- To make full use of the school's resources so that each child can develop their academic, physical, social and creative talents.
- To give each child self-confidence and to promote a sense of enjoyment and satisfaction in achieving success.
- To prepare children to become considerate and caring members of the school and the community who by their behaviour show respect towards the people they meet and the environment we all share.
- To encourage and promote a good relationship between home and school so that parents, staff and governors work together in the best interests of each child.

BEHAVIOUR POLICY DEFINITION

The Governing body, staff and pupils at High Street Primary School aim to create an environment that fosters positive attitudes and encourages good behaviour. This policy sets out the expectations of behaviour at High Street Primary School, the incentives for good behaviour and the consequences for unacceptable behaviour.

This school aim is reflected in the school's Mission Statement and Code of Conduct, both of which promote a positive, safe and consistent environment in the day-to-day life of the school.

Our Code of Conduct is integral to all members of our school community and refers explicitly to the behaviour of ***children and adults*** at High Street Primary School.

SCHOOL GOLDEN RULES

We will always try to:-

- **be gentle, kind and helpful**
- **work hard and play well with others**
- **look after property**
- **listen to people**
- **be honest**
- **keep the playground safety rules**
- **respect both adults and other children**

ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL COMMUNITY

Children and the School Behaviour Policy

It is vital that all children know and accept that the promotion of good discipline and sanctioning of unacceptable behaviour is part of all members of staff's responsibilities.

This policy is referred to constantly within the schools learning and recreational environments. Children and adults are reminded of the most important detailed steps on a regular basis.

Parents and the School Behaviour Policy

The School Behaviour Policy traffic light chart is communicated to parents through the newsletter. The website also reiterates the importance of a consistent and shared understanding of how acceptable and unacceptable behaviour is managed at High Street.

It is important that parents and guardians work together with staff and children as appropriate towards consistent management of behaviour in school.

Governors and the School Behaviour Policy

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher, Deputy Head and Key stage Leaders in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

Staff and the School Behaviour Policy

All staff and supply teachers should enforce the behaviour policy. An appropriate reward or sanction can be given by any teaching staff or authorised person e.g. trainee teacher and recommended by any non-teaching member of staff.

PROMOTING, REINFORCING and MAINTAINING ACCEPTABLE BEHAVIOUR

Our Behaviour Policy aims to reward good behaviour and uses incentives when necessary to help children maintain their good behaviour.

Promoting Good Behaviour is the responsibility of all. The most important fact to consider is that we should expect all children to behave appropriately and, therefore, not focus too much on negative (bad) behaviour. We must not forget that the majority of our pupils will behave as we expect them to. This is supported by our 'Traffic Light System' that promotes a high standard of good behaviour and recognises inappropriate behaviour.

We as a staff strive to keep every child within the boundaries of the behaviour policy. Particular circumstances i.e. statemented children, extreme non-compliant behaviour, may result in additional measures of support being in place for the sustained education and learning of the child in question and others around them. It is important that staff and children alike understand and empathise with these systems in place, as a question of fairness.

All adults take simple steps to ensure a high standard of good behaviour is maintained, where possible, by:

- Encouraging all children wear the school uniform and wear the correct PE kit in school.
- Make sure children move around school in an orderly manner.
- Children should enter and leave assemblies in quickly and calmly.
- When walking through a doorway, children should (where appropriate) make way for an adult.
- When eating their lunch children must display good table manners and maintain an acceptable level of noise for fire safety.
- Greet children in a pleasant manner – don't forget to say please and say thank you to them, treating them as we would expect them to us!
- Dismiss children from their classrooms in a calm, controlled and quiet way.
- Make sure that the classrooms, hall and other working areas are left tidy and clean at the end of each session.
- All the children's belongings are brought into school and looked after by themselves. Separate systems are in place for this in each class.

The emphasis should be on rewards to reinforce good behaviour, rather than on failures. Rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for good behaviour should be as high as for good work.

INCENTIVES AND REWARDS

Stickers

In the Foundation Stage and Key Stage 1 children may receive an instant reward in the form of a sticker for their behaviour or work. Stickers are also a chosen incentive by many Key Stage 2 teachers for good work and behaviour.

Rewards

In the Foundation Stage, Key Stage 1 and Key Stage 2 children receive an appropriate reward by their class teacher when placed onto the *Gold* zone for outstanding behaviour.

Head Teacher's Award

During the working week children can be sent to the Head Teacher at any point by their class teacher for particular achievement either academic or behavioural. They will receive praise and a special head teacher's award sticker. As part of the weekly Achievement Assembly where the whole school celebrates good work and behaviour, those children who are sent to the Head Teacher will be presented with a certificate.

House Points

House points are given by adults to Foundation Stage, Key Stage 1 and Key Stage 2 for good work and behaviour throughout the school day.

The children belong to Houses; Tigers, Lions, Leopards and Pumas.

House Points are collected weekly, from each class on a Friday lunch time and sent to a member of staff for collation. The weekly winning house will then be announced on Friday at Achievement Assembly and the scores adjusted accordingly which will be announced on the website.

The winning house will receive a cup for the week decorated by the House's Colour and will be announced on the school website.

Golden Time

At the end of a week each class has a half hour 'Golden Time'. During this time children can engage in various, enjoyable activities which extend their own learning or personal interests/skills. Children who have been on the RED zone during the week do not receive 'Golden Time' and are catered for, with work, in another classroom.

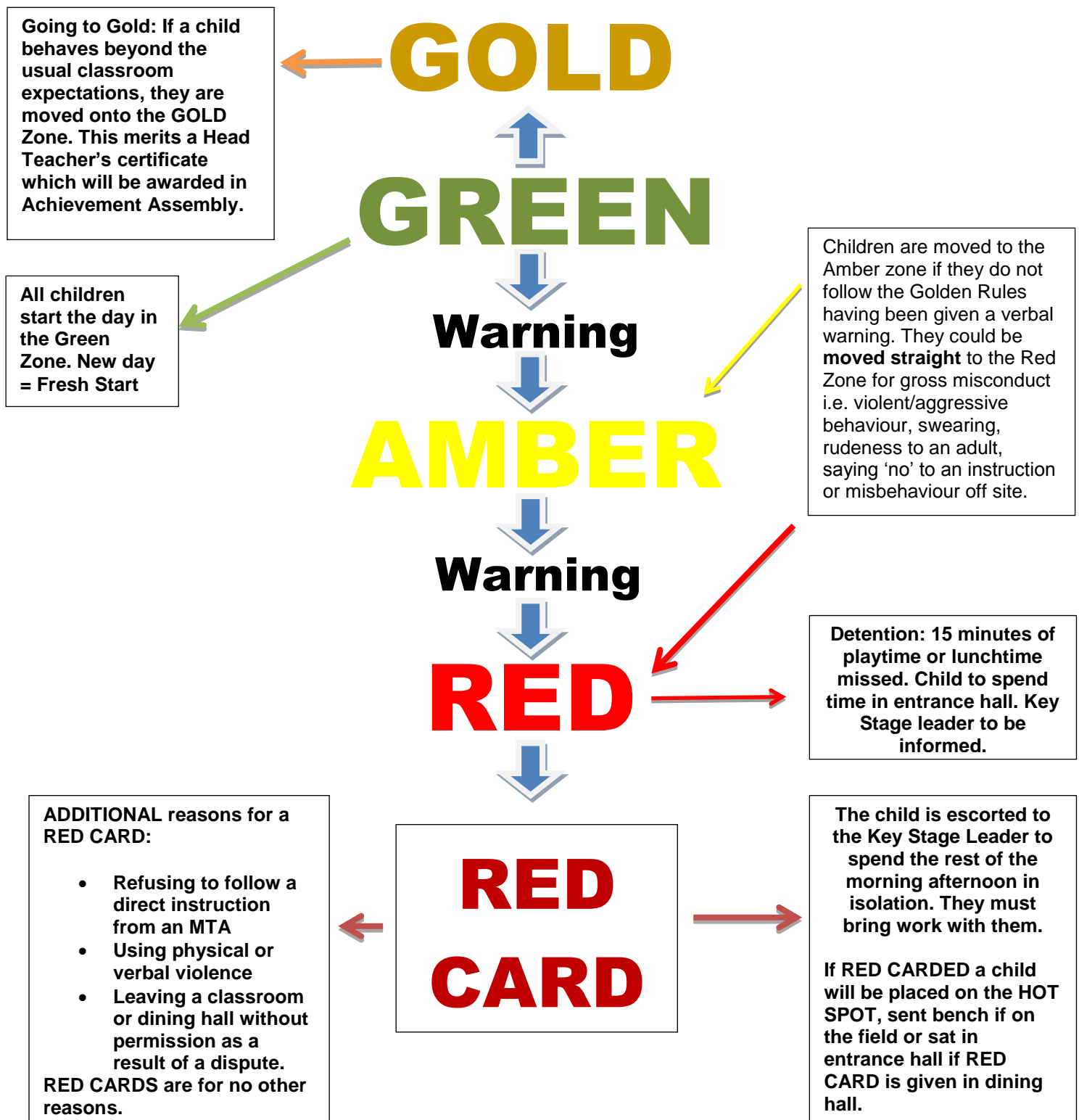
A CONSISTENT APPROACH TO BEHAVIOUR

The 'Traffic Light System'

The style of system may vary in appearance in each classroom. However the rules and the concept of each one is consistent.

The reference point for the 'Traffic Light System' is as follows in every classroom:

Traffic Light Zones- Easy reference for ALL staff



GREEN Zone

All children start each day on the Green Zone. If a child misbehaves by breaking the 'School Golden Rules' they are given a verbal warning. If they continue to break the 'School Golden Rules' their name card or photograph is moved to the **AMBER** zone. At this stage it should be clear to the class they have broken the rules and have let themselves down.

AMBER Zone

If they continue to misbehave, the child is given another warning, reminding them that they are in the Amber zone. For Example behaviours that warrant moving to Amber are: talking out of turn/arguing back, mild disruption of the lesson or other children's learning. If they continue to misbehave their name card or photograph is moved to the **RED** zone.

RED Zone

The Red zone should be a rare occurrence because there are adequate warnings so that a child can modify his or her behaviour. Once in the Red Zone the child is required to serve a DETENTION. This will mean that they will miss 15 minutes of their playtime or lunchtime whichever is soonest. If they are moved to the Red Zone after lunch time, their Detention will be served the next day at morning break. N.B. if a Detention is carried over to the next day that child will still begin that day in **GREEN**. If a child in the Red Zone continues to break the School Golden Rules they are issued with a **RED CARD**.

RED CARD

Being issued with a RED CARD outside of the lunch hour in Class, means the child is required to take this RED CARD to the Key Stage leader accompanied with work and they will spend the rest of the morning, afternoon or lunch break in isolation.

If a child refuses to follow a direct instruction by an MTA at lunchtime in the dining hall, playground or field. If a MTA gives a RED CARD on the field then the child must sit on the bench for the remainder of the lunchtime. If the child is given the RED CARD on the playground then they are to be sent to the HOTSPOT for the remainder of the lunchtime. If the child is given a RED CARD in the dining hall they are to be moved to a designated table on their own to eat and they will spend the rest of the lunch time in the entrance hall.

It is important to recognise that these instant sanctions are in place for the safety of all children, at all times. They are also in place to reduce the impact of children's behaviour on other children's learning.

MANAGING UNACCEPTABLE BEHAVIOUR

It is important for all staff to deal with unacceptable behaviour in a calm and professional manner. Whenever possible, deal with the misbehaviour at the time of the incident.

Remember:

- Be specific – what did the child do wrong?
- Establish the facts if they are not immediately clear – were others involved and who is exactly to blame?
- Acknowledge honesty but still let the child know if a wrong has been committed
- Do not ridicule the child
- Do not attack on a personal level – deal with the child's behaviour.
- Deal with the child in front of a witness if confrontation seems likely.

Remove the child who is misbehaving from the classroom, unless it is better to remove the rest of the class, should an upsetting scene develop

STEPS BEYOND THE RED ZONE

1. If a Key stage Leader receives 4 detention forms from an individual child within two terms, or a reasonable amount of time (there are 6 terms in one year), a referral to the parents will be made and a letter (see attachment 1) from the Key stage Leader will be sent home to the child's parents explaining what their child has done, the fact that their behaviour is not acceptable and a meeting between the Key stage Leader and the Parents/Carers needs to be arranged. If a meeting with the Parents/Carers cannot be arranged then the meeting will take place with the child and the Key stage Leader.
2. At the meeting a behaviour contract is agreed between home and school (see appendix). At this meeting the child, parent, Key stage Leader and class teacher will sign a contract agreeing to the code of conduct. Additional areas of development will also be included that this particular child must adhere to. This would come from the child's individual history of misdemeanours. i.e. 'I will not call out in class'. The child will also lose any position of privilege they may have within the school. (E.g. School Councillor etc.)
3. If a child receives another 3 Detentions (totalling 7) then the matter will be referred to the Deputy or Head Teacher for discussion with the parents/Class Teacher and Key stage Leader. This meeting will result in the writing up of a behavioural IEP, which may result in the child being on a report card, where they will have to report to a member of the SLT. Additional steps in the child's development relating to the behaviour contract already written up will aid in this. i.e. 'When I want to call out I shall write it on a post it for my teacher to see at the end of the lesson'. Steps in this IEP may stipulate that a child removes themselves from the class to an area that they can work on their own.

It is important to note that a child may need an immediate IEP setup dependent on the severity of their needs/behaviour. i.e. extreme violence, disruptive behaviour.

4. If the child continues to be placed into the red zone outside agencies are called in to support with the child's individual behavioural needs, i.e. BST (behaviour

support team), MAST, Local Authority.

5. After all additional support within school has been exhausted and little or no improvement in a child's behaviour has been made, then the Senior Leadership Team will refer to the document: - '**Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units**'. This is done in conjunction with School Governor's support.

*In the event of severe unacceptable behaviour that seriously breaches the school's behaviour policy, **[including incidents involving drugs]**, advice will be sought from the Governors, local authority and reference made to 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units'.*

****Do we need to include a paragraph about internal seclusion, if we are still going to sign up to it?**

INCLUSION / ADDITIONAL CIRCUMSTANCES

Offsite trips/excursions

Following the explanation of the importance of safety by the trip organiser before the event, children who misbehave on a school trip may be moved straight to the red zone taking into account the pre-emptive warning received in the briefing.

Trip organisers reserve the right to deny any child who has received a RED Card for their behaviour within a reasonable amount of time, the right to attend any offsite activity, following the guidance of the Senior Leadership Team. This is mainly for reasons of safety, apparent from the guidance for issue of a RED card laid out in section headed: The 'Traffic light system'. In this event the child's parents are informed through the 'home school link' book and the child is catered for within school and work provided.

Assemblies

Our Assembly time is our opportunity to get together and celebrate the ethos of our school; support a child's Personal, Social and Health aspect of his or her own learning and celebrate a child's work, talents and achievements. They will demonstrate their respect for others in the way they contribute and listen.

There is a clear expectation that all children will enter and leave an assembly quickly and calmly.

Support for statemented Children

Children statements such as ASD, ADHD are expected to follow the behaviour policy the in the same vein as every other child in the school. This is in keeping with our ethos making sure all children have access to a full and inclusive curriculum.

As statemented children are often already working on their own individual targets with regards to their behaviour, these are taken into account when following the 'Steps beyond the RED zone'. Action after step 2 may be omitted with any involvement in steps 1 and 2 closely monitored and negotiate with the child's Learning Support Assistant (assigned TA) and their respective Key stage Leader. This is decided in each case with all adults involved working closely together with the child.

Bullying/Unfair treatment

Please refer to our Anti-Bullying policy for information on how all forms of Bullying dealt with.

If a child considers that they have been treated unfairly by an adult or child within our school, they are encouraged to air their frustrations with an adult, or a member of the Senior Leadership Team that they trust, and at a time that they can talk freely. We feel that this is an important step within our children's development to be able to take the opportunity to manage maturely their own behaviour and be able to talk to an adult on equal terms to assisting in resolving the issue efficiently before it becomes unmanageable.

Signed: Date:
(Chair of Curriculum Committee)

Signed: Date:
(Head Teacher)

NB:

This Policy was written in **September 2014** by **Mrs L. Scott** and should be reviewed/developed annually.

APPENDICES

- 1. 'Traffic Light System' Children's reference**
- 2. Easy Reference for supply teachers.**
- 3. Acceptable Behaviour Contract**
- 4. Detention Record Slip**
- 5. First Detention letter sent home**
- 6. Child Behaviour Tracker**

GOLD



GREEN



Warning



AMBER



Warning



RED



RED CARD

