

Date reviewed: September 2019

## BEHAVIOUR POLICY KING'S STANLEY C OF E PRIMARY SCHOOL

At King's Stanley Primary School school we expect children to show respect and consideration to those around them and to respect themselves. We aim to create a happy, stimulating, caring and safe environment where everyone is valued. The school's vision, "*Where we care about each other and our learning*" is the forefront on our behaviour mantra and we believe that by knowing every child really well we can treat every child and every incident individually to the benefit of the community. We believe that all children are equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving community.

### Aims

To create an environment where positive behaviours are encouraged and supported by the school's 12 core values:

- Children can learn, feel secure, be happy and free from anxiety
- There are clear, consistent expectations of standards of behaviour and self-control
- Individuals respect themselves and others
- Each child develops as an individual in a positive atmosphere based on rewards and the celebration of achievement
- Bullying is not tolerated

### School code

- This is based on Jenny Moseley's Golden rules (see Appendix One).

### School Practice

- All staff will have a consistent approach and will model good behaviour. They will be aware of any cultural diversity and respect this accordingly.
- The golden rules are displayed on the walls of every classroom in the school
- Circle time will be held to encourage a greater knowledge and respect for ones' peers to enhance self -esteem and foster a caring ethos.
- The SEAL initiative is used as a basis in order to improve the children's social and emotional literacy.
- All staff to follow the 'Steps to deal with unacceptable behaviour' (see later)
- Parents will be involved in the decision to put a child on report or a behaviour chart.
- A record of the child's report/card should be filed in the class S.E.N. folder
- The L.A. procedure for excluding a child will be followed if this is thought necessary.
- Any incident of bullying is taken seriously and investigated thoroughly. The victim is given support and advice. The bullies are talked to and encouraged to see the victim's point of view. The names of those bullying will be recorded by the Head Teacher. Parents will be informed if the incident happens again. See Anti-bullying policy for the more detailed procedure.
- The behaviour of the child will be condemned not the child.

### The role of the class teacher

- It is the responsibility of class teachers to ensure that the golden rules are followed in their classes. The class teachers will discuss the golden rules with the class and adapt them as appropriate.
- To have high expectations of the children with regard to their behaviour

- To keep a record if a child misbehaves repeatedly in class. In the first instance the class teacher deals with the incident. However, if misbehaviour continues, the class teacher will seek advice from the Headteacher and/or SENCo

#### The role of the Headteacher

- To implement the school behaviour policy consistently throughout the school
- To report to the governors on the effectiveness of the policy
- To keep a record of all reported serious incidents of misbehaviour
- If the misbehaviour is recorded more than 3 times in 10 school days then the parents will be informed
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the school governors have been notified.

#### The role of governors

- The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.
- The Headteacher has day-to day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

#### Home and school partnership

- When children join the school a home-school agreement is sent home that parents are invited to sign. In this way, the school knows that the parents have been fully informed and will support the school in the use of rewards and sanctions.
- We aim to create a supportive dialogue between the home and school. Parents are informed about concerns about a child's behaviour.
- Parents are encouraged to see the child's class teacher if there are any concerns about their child's behaviour or the way their child has been treated. If the concern remains, they can contact the school governors. If these discussions cannot solve the problem, a formal grievance or appeal can be implemented.

#### Rewarding good behaviour

Children are praised and rewarded for good behaviour in a variety of ways

- Golden Time-This is for exactly half an hour on a Friday afternoon. The children know what activities are acceptable and what they may or may not bring into school. Children who have to lose Golden Time sit in silence, ideally with a timer.
- Social rewards-these include a smile, thumbs up, a pat on the back. There may even be a phone call home.
- House points
- Stickers
- Wow! certificates
- Certificates are awarded by the class teachers for good work and/or good behaviour. These are handed out once a week in a whole school assembly and the names published in the weekly newsletter.
- Whole class reward e.g. a five minute game
- Marble jar- when a whole class behaves exceptionally well then a marble will be put in a jar. This is kept on display in the classroom. When the jar is full, the whole class gets a special treat

#### How the school deals with unacceptable behaviour

A staged approach is used in the school to deal with unacceptable behaviour in the

classroom and playground. Behaviour we would find unacceptable is outlined in Appendix Two

### **In the classroom**

#### **Step One**

Make eye contact and use normal tactics to distract and settle the child e.g. change of pace, move nearer to child

#### **Step Two**

Write child's name on the board

#### **Step Three**

Put cross against name, remind child of Golden Rule that is being broken

#### **Step Four**

Put second cross against child's name-child loses five minutes of their Golden Time. Reception children lose time from that day's choosing time

#### **Step Five**

Send child to designated classroom-record the date and reason

#### **Step Six**

If disruptive behaviour continues in this classroom, send the child to the Headteacher

### **Children can skip steps-go straight to step five or six**

- If their behaviour is violent
- If they are rude to an adult
- If they use offensive language
- If they refuse to co-operate with the adult concerned
- If they are bullying another child

The child can have their name or a cross rubbed off the board if they behave extremely well and work hard for the rest of the lesson. They cannot earn back Golden Time once it has been taken away. No child should lose more than twenty minutes of their Golden Time in a week. The board is cleaned at the end of the day so each day all children have a fresh start.

### **In the playground**

#### **Step One**

Make eye contact; let the child know that you are watching them.

#### **Step Two**

Verbal warning –remind child of Golden Rules. If the child needs to calm down then ask them to sit on the bench

#### **Step Three**

Stand against playground wall for five minutes.

#### **Step Four**

Send child to sit in the office and inform Headteacher or relevant Senior Management Team member

### **Children can skip steps-go straight to step four**

- If their behaviour is violent
- If they are rude to an adult
- If they use offensive language
- If they refuse to co-operate with the adult concerned
- If they are bullying another child

### When the step approach fails

The emphasis is on rewarding positive behaviour but when the step approach is not sufficient then positive staged action is taken.

#### **Stage One**

The parents are informed of the school's concerns. They are invited into school to discuss the situation and a way forward. The child is placed on school action and a

behaviour support plan may be drawn up to target specific behaviour. Circle time is used as and when appropriate. Parents, child and school work together as a partnership. A system of rewards and incentives can be agreed upon. The situation is reviewed at the end of two weeks.

### **Stage Two**

If after half a term there is no realistic improvement, or the situation seriously deteriorates the help and advice of the Educational Psychologist, and other outside agencies, will be asked for. This may result in the child being placed on School Action or School Action Plus

### **Stage Three**

Sometimes it may be necessary to exclude a child from school. This is very much a last resort.

#### Fixed term and permanent exclusions

- The school has adopted the standard national list of reasons for exclusion. We refer to the guidance on exclusions at <http://www.teachernet.gov.uk>
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days a year. In extreme or exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion.
- If a Headteacher excludes a child, the parents are immediately informed, giving the reasons for exclusion. At the same time the parents are told that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.
- The Headteacher informs the LEA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond 5 days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee that is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeal panel meets to consider exclusion, it considers the circumstances, in which the child was excluded, any representation by the parents and the LA and whether the child should be reinstated.
- If the governors' appeal panel decides that a child should be reinstated the Headteacher must comply with the ruling.
- It is the policy of the school that no child should bring any illegal drug to school. Any child who is found to have brought to school any type of illegal substance may be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded.

### **Equal Opportunities**

- The School will ensure that all children are treated equally in matters of behaviour regardless of their gender, sexual orientation, ability or social, cultural or ethnic background.
- Teachers will engender in the children a respect for others to include regard for their gender, sexual orientation, ability, social origin, cultural and ethnic background to ensure such issues do not impinge on the good behaviour of the school.

#### Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- The school keeps a variety of records concerning incidents of misbehaviour. The classteacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to them because of bad behaviour. A record is also kept of any incidents that occur at break or lunchtimes.
- The policy will be reviewed on a yearly basis.

Appendix One  
GOLDEN RULES

Do be gentle

*Behaviour Policy*

Do be kind and helpful

Do not hurt anybody

Do listen to people

Do not hurt people's feelings

Do look after property

Do not interrupt

Do be honest

Do not waste or damage things

Do not cover up the truth

Appendix Two  
DESCRIPTION OF UNACCEPTABLE BEHAVIOUR

MINOR

- Not on task
- Disrupting another child by chatting in class
- Distraction, interruption
- Ignoring instructions
- Telling lies, getting other people into trouble
- Answering back
- Ignoring instructions
- Verbal abuse/minor bad language
- Unsafe movement around Classroom/school
- Unsafe behaviour
- Careless damage
- Playtime incident (1st time)

SEVERE

- Incomplete tasks (deliberate)
- Refusal to work
- Defiance
- Deliberate destruction of another child's work
- Minor vandalism
- Stealing/intent to steal
- Direct verbal and/or racial abuse
- Threatening behaviour
- Isolated acts of violence (kicking, hitting, thumping)
- Bullying, persistent name calling
- Destruction of property

EXTREME

- Persistence of severe behaviour
- Major disruption of class activity
- Vandalism of school Building/property
- Stealing/intent to Steal (persistence)
- Repeated incidents of bullying
- Persistent bad language and verbal/racial abuse
- Violent kicking
- Aggressive, violent behaviour, causing deliberate injury
- Abuse/threatening behaviour towards staff/parents
- Dangerous refusal to obey instruction
- Leaving school premises without consent