

Behaviour Policy

Aim

To promote a happy, caring and secure school environment through delivering a curriculum which meets the children's needs and through a clear code of conduct which children, parents and staff understand and support. The school recognises that to be effective, the policy must be implemented consistently. It is also vital that all those working within the school, whatever their status, accept responsibility for the behaviour of all the children and look for every opportunity to provide positive reinforcement. Equally, high standards of behaviour can only be achieved through working in close partnership with parents. We therefore aim to have full parental support and co-operation when dealing with behavioural problems. The Head, supported by the Deputy, has overall responsibility for the standards of behaviour within the school.

Expectations

Everyone at North Bradley is expected and encouraged to:

- be kind, polite, co-operative and considerate to all.
- show respect for each other (and each other's views).

Children are further expected to:

- develop a good work attitude.
- abide by the school rules and the "Golden Rules" agreed for each class with their teacher and for breaktimes with the Headteacher.
- respect school property.
- do their best in all school activities.
- be encouraged to make right choices through a fair system of discipline.

Policy into Practice

Good Behaviour

The aims of the school are promoted through:

- explaining, demonstrating and highlighting good behaviour, often using Circle Time to do this.
- encouraging children to be responsible for their own behaviour.
- praising and rewarding good behaviour and work as it occurs and through the awarding of marbles, stickers, certificates and privileges, and publicly in Assemblies.
- ensuring that criticism is constructive.
- letting parents know about their children's good behaviour through stickers, certificates, Celebration Assemblies etc

We have all agreed that good behaviour means that everyone

- shows respect and consideration for others.
- is polite and friendly.
- is generous, patient and helpful.
- is quiet and hardworking.
- is a good listener.
- is tidy and careful with things.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

It is important to recognise, reward and celebrate good behaviour. Every class earns rewards which are given as marbles. Marbles are given for any behaviour that we want to encourage. These are displayed and coloured in on a prominent chart on a marble display. Each 100 marbles entitles the class to a set reward up to a final 500 marble reward. The rewards are suggested by the children and decided upon by staff at the beginning of each term.

Other rewards and privileges will include

- badges and stickers.
- certificates sent home.
- special responsibilities eg class monitor
- class reward eg marbles in a jar.

Circle time is used throughout the school to discuss curriculum issues but also as a means of promoting and highlighting good behaviour. It is also used to develop positive attitudes and self-esteem.

A sense of responsibility is developed through the older children being given jobs to do.

Avoiding Problems

Problems with behaviour are more likely at certain times of the day, times of the year or changes in routine, normally when children are not actively involved in the classroom. All staff should be aware of the potential for problems and try to minimise them. Such times include:

- when waiting in line and moving around the school, eg for Assembly, PE, lunch and home time.
- when going out to play and coming back in.

Staff should be aware of ways of defusing potentially “high risk” situations, by removing individual children from a likely source of conflict for a short time. The child needs to know that this is not a punishment but is being done in order to prevent a problem occurring.

Dealing with Misbehaviour

We recognise that there will be occasions when there will be problems. In order to deal with misbehaviour effectively it is important that we try to understand the reasons for it. When dealing with problems it is important always to label the behaviour, not the child eg say “Let’s get it right”, not “You are a naughty boy”.

It is important to be consistent in our approach to dealing with misbehaviour. Punishments will be linked proportionally to the offence and will be applied individually, avoiding humiliation of the child. A hierarchy of sanctions has been agreed by all staff (see Appendix 2). These sanctions should be displayed in every classroom.

Children for whom behaviour is a persistent problem may be put on the school’s SEN register and have an Individual Behaviour Plan (IBP) drawn up. Each case will be reviewed termly and parents/guardians consulted in the same way that this is carried out for children with IEPs. Similarly, the Code of Practice stages will be applied to these children.

If a child fails to respond to the intervention, it may be necessary to involve outside agencies such as the Behaviour Support team, or Educational Psychologist. The last resort is exclusion from school on a temporary or permanent basis, following Wiltshire’s policy on exclusion.

Physical restraint will not be used unless a child is committing any offence; causing personal injury to, or damage to the property of, any person; or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school. (Please see the schools Physical Contact and Physical restraint Policy)

Behaviour at Breaktime

Normal school rules apply at breaktime, but in addition, specific rules for this time are drawn up by the Headteacher negotiating with the children. This is further reinforced by the School Council.

The majority of children have happy and trouble-free breaktimes, but we recognise that a small minority find it difficult to abide by all the rules for any length of time and that in certain cases it may be appropriate for these children to be given the opportunity to ‘earn back’ their loss of privilege. If a child has been punished, the adult involved should try to find a way to be positive with that child soon afterwards. (See Appendix 1 for Breaktime Procedures.)

All adults responsible for supervising children have access to the school’s system of rewards and sanctions.

In order to address the problem of children being bored at lunchtime, the children are provided with a range of lunchtime play equipment (kept in the shed). We also use the ‘Huff and Puff’ scheme. The school is committed to developing children’s imaginative play.

As the vast majority of children do not pose a problem during breaktime, it is important that we recognise and reward their achievement. To this effect, at the end of every half-term, there is a special “Celebration of Good Playground Behaviour” Assembly at which the playground behaviour cup is presented to the winning class and an extra playtime is given as a reward.

MDSAs hold half-termly meetings with their line manager. The school recognises the importance of training for supervisors and the need to raise their status.

Unacceptable Behaviour

Certain aspects of behaviour will not be tolerated and must be discouraged at all times. These include

- violence
- bullying
- harassment (racial or sexual)
- rudeness to adults
- bad language
- vandalism

Any child who finds themselves on the receiving end of any of these must seek the help of an adult.

Bullying

As bullying occurs throughout our society, we need to clarify what we mean when we refer to “bullying behaviour” in school.

We see bullying as a wilful, conscious desire to hurt, threaten or frighten someone. It may be physical, verbal or indirect, eg spreading nasty stories or excluding someone from a social group. The behaviour may be repeated over a long period of time and it may be difficult for victims to defend themselves.

Bullying can be carried out by individuals or groups. Children who may not start out by bullying may join bullying gangs, and may try to involve others in their activities.

Bullying has certain characteristics. It usually involves children who

- are bigger and stronger than average and older than their victims.
- have a strong need to dominate and often act impulsively.
- are often associated with general anti-social, rule-breaking behaviour in school and the wider community.
- are often aggressive towards parents, teachers and siblings.
- may get pleasure from others’ pain, fear or humiliation.

Children as young as three or four may have learned that aggressive behaviour helps them get their own way. They may also have learned that creating fear in a victim is a powerful, rewarding experience.

We need to distinguish between “bullying” and “bossiness”. Someone who bullies focuses on younger, smaller and more timid children. A child who bosses will boss whoever is around at the time. Most young children will grow out of bossiness as they become more socially aware, but a child who bullies increasingly relies on threat and force. Boisterous play becomes bullying when it spoils other children’s activities, when violence and hostility is shown or when there is rough, intimidating behaviour.

We need to bear in mind that -

“If two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying”.
(‘Bullying: don’t suffer in silence’ DFEE, HMSO 1994)

Discussion with pupils will be necessary to arrive at a common understanding of what constitutes bullying.

When dealing with incidences of bullying, we need to ensure that each case is followed up, providing support for the victim and preventing recurrence. We need to clarify to all children involved and their parents what action is being taken and to enlist their support. We need to ensure that we don’t “bully” the aggressor as this gives credibility to the behaviour.

Parents who have any worries about their child being bullied (or showing bullying tendencies) should contact his/her class teacher in the first instance. The usual complaints procedure will be followed.

The Policy will be monitored by the Senior Management Team and reviewed annually by the Governing Body.

Revised Nov 2009

Appendix 1

Procedure for dealing with Breaktime Behaviour

1. Supervisor notices inappropriate behaviour and gives child a warning/reminder about acceptable behaviour. (Severe rule breaking, eg fighting, should be dealt with instantly by removing children involved from the situation.)
2. If misbehaviour is repeated, child should be given “time out” eg against a wall or with the supervisor.
3. If behaviour still persists, the child’s name and offence should be noted on a yellow slip and given to the class teacher to pass to the Headteacher. MDSAs keep a notebook in which to record significant incidents. This is given to the Headteacher whenever an entry is recorded.
4. Child should miss a given number of lunchbreaks - first half-hour with own teacher, second half-hour with Headteacher.
5. Parents to be informed that child is having problems at lunchtime if 2 or more slips are given within half a term.
6. Having missed lunchbreaks, child should be put “on report” for the subsequent week.
7. If a child re-offends within the half-term, the process will be repeated.
8. Further re-offence will result in suspension from school at lunchtime for a fixed time, with the child and parent signing contract of agreed behaviour upon his/her return.

Appendix 2

School Rules

There are very few school rules.

1. Children must have permission to leave the school premises during the day.
2. Children should wear the agreed uniform (jewellery ,hair dye, make up and nail varnish are not permitted).
3. Children should move around the inside of the school in a quiet, calm and orderly way at all times.
4. As a health promoting school, sweets and fizzy drinks are not permitted but fruit may be brought as a snack at breaktime.

Class Rules

These will be renegotiated between each class and its teacher at the beginning of each academic year and displayed in each classroom.

Golden Rules for Breaktime

These will be renegotiated at the beginning of each academic year between the pupils and the Headteacher and displayed in the Hall.

Classroom Sanctions

Non verbal signal (a look or frown) or verbal rebuke or warning.

Level 1 – Child’s name quietly written on the board (small writing) and quietly informed why

Level 2 – Child’s name is ticked and is quietly moved to work in another area of the room.

Level 3 – Child’s name is ticked again and removed to partner class for 15 mins.

Level 4 – A third tick added to the child’s name and they have to explain their behaviour to the Key Stage Co-ordinator at break/lunchtime.

Level 5 – A fourth tick and they must visit the headteacher whose own list of sanctions then comes into action.