

# ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

## FINDON

### BEHAVIOUR POLICY



Reviewed:	January 2017
Next Review:	January 2019
Person Responsible:	Pastoral Committee

## **BEHAVIOUR POLICY**

### **1.1 Introduction**

Our aim is to ensure that the school is a place where...

“Together we learn to value each other’s strengths and support each other’s weaknesses, setting ourselves the highest goals of excellence, and taking pride in both the journey and in the achievement”  
(School Prospectus)

To enable us to do this we need to have a common and agreed approach to the way in which we manage ourselves in and around the school.

Therefore, this policy is the result of discussions involving teachers, parents/carers, pupils and governors. We have created a formalised version of the strategies, systems and routines which we use at our school which come under the umbrella term ‘Behaviour Management’. Although we have tried to be detailed and thorough, it must be recognised that all we do in school is based on relationships and must take different contexts into account, therefore these approaches must be seen as detailed guidance which will be applied appropriately. This will mean that a degree of flexibility must be incorporated to allow for informed judgements by those concerned to be used in a common sense way. However, there are certain Rights and Responsibilities which are not negotiable and must underpin everything we do. These are closely linked to our school aims (see Prospectus) and are as below:

### **1.2 Rights**

#### *1.2.1 Pupils*

We have a right to work, play and learn in a friendly, safe and encouraging school.

#### *1.2.2 Staff*

We have a right to work and teach in a friendly, safe and encouraging school which is supported by the school community.

#### *1.2.3 Parents/Carers*

We have the right to feel welcome and to know that our children work, play and learn in a friendly, safe and encouraging school.

### **1.3 Responsibilities**

Given the Rights already mentioned there is also a significant level of responsibility placed on all of us. We are working towards shared aims but there are different responsibilities because of the different roles we play.

#### *1.3.1 Pupils*

- To follow the agreed school/class rules, including keeping a neat appearance.
- To be organised and look after school equipment and that of other people.
- To take responsibility for their behaviour and its consequences.
- To follow and implement school procedures to ensure the safety and well-being of adults and other pupils.

#### *1.3.2 Staff*

- To be aware of and adhere to the whole school strategies and routines.
- To be aware of individuals' needs and their relationship with others.
- To set a good example in their personal standards and interactions with adults and pupils.
- To be responsible at all times for the pupils within sight or sound of them.

#### *1.3.3 Parents/Carers*

- To be supportive of the school and its policies
- To ensure pupils come to school in good health and on time and with neat appearance.

#### *1.3.4 Head teacher*

- To support the management of the pupil's behaviour through liaising with parent(s)/carer(s) and teachers for more serious incidents or when a pupil's behaviour is repeatedly poor.
- To know the effectiveness of the school's strategies and routines through monitoring of the behaviour policy and to be accountable to the Governors and parents/carers for this.
- To monitor and respond to any health and safety matters by implementing the Health and Safety policy of the Governing Body.

### **1.4 Aims of the Policy**

The key aims of this policy are to support the future development and maintenance of :-

- An orderly environment where children learn.
- The pupil's ability to be responsible for managing their own behaviour

- Respect between all those who work and learn in the school community.

In a small school the Headteacher is often more accessible than in larger schools and so his/her involvement with behaviour management issues is likely to be higher profile. However, this does not mean that the Headteacher is the sole arbiter of pupil discipline. In most cases the Headteacher's role is to offer advice and support where appropriate so that those involved are able to solve the issues independently. The Headteacher is usually only involved where an incident is considered serious or if a pupil's behaviour has been poor for a sustained period.

### **1.5 Rewards**

Rewards are used to ensure that there is a positive and strong message throughout the school and behaving well is not only important but also receives praise and attention. We consider it important that children who consistently work and behave appropriately should be publicly rewarded so that they know that this is being noticed. It is important to do this to ensure that the feeling that only pupils behaving poorly get attention does not develop. It also prevents the rewards that some pupils receive through contracts from being seen as rewarding pupils for simply following the school rules. (See Rewards flow chart in appendices).

We also teach pupils appropriate behaviour and give them opportunities to develop their emotional intelligence through using circle time and the Nurture Programme material. Circle time is an opportunity for classes to sit in a circle and discuss whole school and class issues. It gives pupils a say in what happens in the school and class whilst also developing their listening and speaking skills. This nurture programme provides the theory and support material to resource these activities; copies of this are available in school upon request. We also work on social skills through small group work and are aware that we must model good behaviour for the pupils.

### **1.6 Discipline**

It is important to remember that all behaviour takes place in a context and has a reason which must be taken into consideration when dealing with incidents. The teacher's knowledge of and relationship with the pupil is vital to this and their professional judgement must be given high priority when applying these principles.

However, general guidelines are set out below to show the range and progressive nature of strategies that are employed in school.

### **1.6.1 Classroom Discipline**

#### *1.6.1.1 Minor Inappropriate Behaviour*

Class teachers and teaching assistants (TA) are responsible for classroom discipline and may use any of the following strategies:

- Seek eye contact – ‘the look’.
- Put name on board.
- Referral by name
- Diversion through questioning
- Diversion through statements (e.g. “I will be over to see how much work you have done in two minutes”).
- Proximity of teacher and/or TA
- Talking quietly to individuals using the language of choice and consequence (see section 1.6.1.3 Sanctions) and tactical ignoring.

During the lesson if a pupil continues to act inappropriately then they will be moved to another seat. Other sanctions may include completing unfinished work at break time, going out to break later than the rest of class, missing break altogether.

#### *1.6.1.2 Inappropriate Behaviour*

This includes **repeated** minor inappropriate behaviour such as calling out, talking and failure to get on with work independently. It is therefore considered more serious and necessitates a higher level of staff intervention, probably parental involvement and a possible request for assistance from outside agencies such as the Behaviour Support Team, Educational Psychologists and Educational Welfare Officers. Below is a list of responses:

- Moving class places on a more permanent basis.
- Reminder of choices and consequences. The teacher speaks to the individual and raises concerns.
- Removal of pupil to another class or area to complete that lesson’s work.
- Incident sheets may be used which ask the pupil to think about and record their views on the incident and how they might have dealt with it better. (See appendix).

If there is repeated inappropriate behaviour over a matter of weeks rather than days then the following strategies will be employed:

- Establish behaviour contract with pupil, involving parents/carers and a home/school reward, e.g. make a cake or go swimming with a specified parent/carer (See appendix).
- Individual Education Plan (IEP). (See appendix).
- Formal meeting between teachers and parents/carers.

In cases where these strategies have little or no effect then the pupil would be considered to be at risk of internal exclusion. This would involve the pupil being moved temporarily to another class or workroom. Therefore, a PSP (Pastoral Support Plan) would be considered with the involvement of the Headteacher, parent/carer and a member of the behaviour Support Team, and other agencies as appropriate.

### 1.6.1.3 Sanctions

Emphasis must be on the behaviour being unacceptable, not that the pupil is unacceptable themselves. The school feels that the focus should be on the certainty of consequences rather than their severity. The fact that matters will be followed up is more important than the severity of the punishment. The pupils will understand that incidents will be followed up and the consequences will be fair and clear to all concerned.

We use the language of 'choice and consequence' which places the responsibility for the behaviour with the pupil which de-personalises any consequent sanctions. The sanction is the natural consequence of their actions and the certainty that it will be followed through is a powerful tool. This also enables adults to remain objective and helps to minimise the pressing of 'personal buttons' which can lead to confrontation.

Examples:

"If you finish work on time you will.....*positive consequence* but if you continue to waste time by talking to..... then *negative consequence*. It's your choice".

*If a pupil makes the wrong choice then:*

- a. Tell them the wrong choice they have made.
- b. Tell them privately and quietly.
- c. Calmly tell them the sanction :-
  - Do not negotiate.
  - If a pupil argues restate a-c above.
  - If they continue to protest, warn them, then increase the sanction but keep it reasonable.

Key elements to this approach are to:-

- Keep the focus on the learning that should be happening.
- Expect compliance
- Be fair and brief without being curt so that the amount of attention for the behaviour is minimised.
- State facts rather than debate or ask why, e.g. "I notice you're talking (give thought time). The rule is we are silent during spelling tests. Thank you for cooperating" rather than asking "Why are you talking during the spelling test?".
- Concentrate on the primary behaviour and ensure that they comply. Do not respond to secondary behaviour such as body language or 'huffiness'. Deal with this but at a time of your choosing when the situation is less charged **but do deal with it.**

#### *1.6.1.4 Severely Disruptive Behaviour*

Although a range of strategies is preferable there may be times when an incident is potentially dangerous or the pupil's behaviour is so extreme that a progressive hierarchy of sanctions is not appropriate. In these cases the member of staff needs to be able to take immediate action to ensure the safety of pupils and themselves so that a learning environment can be restored and maintained. Such serious disruptive behaviour would include:-

- Physical assault or threatened physical assault when the teacher has concerns about the safety of the pupils or themselves.
- Misuse of equipment, furniture or vandalism that makes the classroom unsafe.

However, it is unusual for behaviour to be so severely disruptive that it cannot be managed through the strategies outlined previously. It may be necessary to consider other options should a child continue to behave inappropriately and cause persistent disruption. A PSP (see appendices) would be put in place and this would involve the Headteacher, parent/carer and a member of the Behaviour Support Team and other agencies as appropriate. Depending on the progress made it may be necessary to consider a "managed move" or the most severe sanction which is exclusion. This may be for a fixed term (1-5 days up to a maximum of 45 per academic year) or on a permanent basis in compliance with the Behaviour Guidance manual from WSCC.

Exclusion should be used:-

- To protect the safety of staff and pupils at immediate risk of harm.
- In response to serious breaches of the school's behaviour policy.
- Once all interventions/strategies are shown to have been tried and failed.
- If allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or the other pupils.

The school and governors will keep the parents/carers of the pupil informed at all stages of the process, within the permitted timescales, and the parents/carers have the right of appeal in line with County guidance.

### **1.7 Lunchtimes, Break-time and Clubs**

The members of staff, coaches and adults supervising these activities are aware of and support the school behaviour policy and its expectations of behaviour management within the school. They also have the opportunity to informally feed into this through highlighting both positive and negative issues with the appropriate member of staff. They can also input into the school sticker system in the same way. The pupils are expected to treat all visitors to the school with respect and courtesy.

### 1.8 Monitoring of Policy

This policy needs to be reviewed annually by the Governing Body (GB) and Senior Management Team (SMT)

## 2 Appendix

Rewards Flowchart  
Individual Education Plan  
Behaviour Contract  
Incident Sheet  
Pastoral Support Programme

## 3 Glossary of Terms

SMT	Senior Management Team
GB	Governing Body
PSP	Pastoral Support Plan
IEP	Individual Education Plan
WSCC	West Sussex County Council
TA	Teaching Assistant