

Trent CE Primary School Governing Body

Inspired by Christ



Kindness Thankfulness Perseverance

Behaviour Policy

<p>Reviewed by: Curriculum, Safeguarding, Welfare Committee Last reviewed: October 2019 Next review: October 2020</p>

BEHAVIOUR POLICY

INTRODUCTION

Trent CE School is a place where children of every cultural and social background, race, ability or disability can thrive, be happy and be successful in their learning and feel that they are a valuable part of the whole school community.

We aim for all children to develop autonomy and independence in relation to both learning and behaviour, and the importance of respect for one another. For this we need a calm, organised and supportive ethos in school, where children know how to behave well and understand what will happen if things go wrong.

Sharing our approach with parents and the wider community indicates the 'Trent way' of supporting children in the development of their own moral code.

Rewards Systems are matched to the individual classes (marbles in a jar, star charts etc) but the

Principles are consistently applied. Additionally:

- ✓ Y1-Y4 can earn '**Golden Time**' on a Friday when pupils can choose their activity.
- ✓ Every class has '**Star of the Day**' or '-Week'
- ✓ Fortnightly **Celebration Assembly** recognises the learning, social, musical or sporting achievements of pupils where certificates are awarded
- ✓ **The Headteacher's Award** recognises outstanding examples of behaviour exemplifying 'the Trent Way' or exceptional achievement

Achieving good behaviour is a matter of showing children the difference between right and wrong,

Behaviour Policy – Summary

Whole school agreed response to inappropriate behaviour

(Including repeat low-level disruption):

- Step 1- **Warning** from class teacher to improve behaviour. "I want to see you doing..."
- Step 2- Name goes on the AMBER board and child given **5 mins time out in class**. "Think about ..."
- Step 3-Child moves onto the RED board and has to spend the **rest of that lesson in another class**. Child also has to **attend R&S (reflection and supervision) at breaktime** where they may be given a sheet to fill about what they did wrong etc and what they could do to improve their behaviour.
- If a child gets more than 2 R&S times a week, the parents of the child are called.
- **PLEASE REMEMBER: to update weekly the behaviour chart in the staffroom with pupil names**
- **Lunchtime:** staff keep the names of pupils who have misbehaved in their yellow books. Names will be reported to the class teacher before the lessons starts. Consequences of poor behaviour include: standing against a wall outside until a child is dismissed by the adult in charge. Serious concerns require an INCIDENT form to be completed (pink folder just inside HT/DHT room)
- **Monitors** (eg librarians) need to wear identification ie. Medals when they have indoor lunch duties.

through our example and through our teaching:

- making sure that we promote good behaviour in many positive ways;
- raising children's awareness of how their actions and words affect others;
- ensuring that the curriculum helps develop their understanding of others' needs and interests;
- helping children to sort out their difficulties with one-another in a non aggressive way;
- modelling good behaviour in the way that all adults (staff, volunteers and parents) interact with children and with each other;
- working closely with parents; and
- being clear with children and their parents about the sanctions that will be used if things are not working well.

We also recognise that there may be some children who experience considerable difficulty with their behaviour and that these children may need individual support and special programmes to help them, for their own sake and for the sake of others. Each child will be considered individually but their care, guidance and support will follow the same guidelines.

The basic Christian principles of this guidance are that we treat children fairly and with respect, showing them in the way we behave and the kinds of behaviour we expect from them. We ask that all volunteer workers and parents on school premises help the children in the same way.

POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR (incorporating above)

Children respond and behave best when acknowledged and praised for what they do well. We use many strategies such as:

- ✓ Drawing attention to and praising good behaviour in class and linking this with the success children will achieve in their learning and social relationships if they maintain it;
- ✓ Using appropriate language at all times even when cross with children e.g. always asking children to do something preceded by the word, 'please'; and using 'thank you' when they do; certain words such as idiot, stupid and shut up are not acceptable;
- ✓ Use of the "CERTIFICATES" to record good behaviour and good effort and to celebrate this with the whole school in assembly;
- ✓ "GOLDEN TIME" when children who have behaved and worked well are given the reward of a choice of activities;
- ✓ The Headteacher's Award recognises outstanding examples of behaviour exemplifying 'the Trent Way' or exceptional achievement
- ✓ Visits to other classes and members of staff for praise
- ✓ Good news letters and certificates which children can take home and share with their parents;
- ✓ Use of stickers and stamps when children behave well or show signs of improving their behaviour.

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RAISING SELF-ESTEEM AND DEVELOPING UNDERSTANDING OF AND RESPECT FOR OTHERS

These are some examples of the strategies we use:

- Teaching the children in religious education and in other subjects, as well as in assembly about respect and care for others;
- Commitment to the Borough PSHE (Personal, Social, Health Education) programme;
- Ensuring that the curriculum and resources used reflect and value the diversity in our community and help children understand about prejudice;
- Regular class "circle times" to solve problems together and learn to see things from others' points of view;
- Encouraging responsibility through promoting roles for children to support the smooth running of the school, in class and in the playground e.g. peer mentors and monitors
- Regular school council meetings with representatives from classes across the school to reflect children's views and give them responsibility for making decisions.

BEHAVIOUR THAT IS UNACCEPTABLE IN SCHOOL

To ensure that teaching, learning and playtimes for all children can be an enjoyable and productive experience, we have identified behaviour, which is unacceptable in school, and have clarified the sanctions we use when things go wrong. The following kinds of intentional behaviour are unacceptable in school:

- All forms of discrimination targeted at a particular group
- Swearing and name calling;
- Physical aggression;
- Persistent refusal to work or to follow staff instructions;
- Persistent refusal to follow class or school rules;
- Disruptive and disrespectful behaviour and negative responses when staff remind children of what is expected; and
- Bullying (see anti-bullying policy).

In cases of repeated unacceptable behaviour (see above) parents or carers are asked to meet the Head teacher to discuss the situation. Children are given a final warning that they could be excluded from school, and will be given a Pastoral Support plan (PSP) to help change the misbehaviour.

After an exclusion, the child and parent/carer will be offered an appointment to meet with the Head teacher before returning to class. Children must show everyone that they are improving and will use the support provided to help. Children can be excluded again if misbehaviour is repeated.

These behaviours can result in internal or fixed term exclusions as decided by the Head / Deputy head teacher or another senior member of staff with delegated responsibility. In extreme cases of unacceptable behaviour children could be excluded from school without prior warning. Fixed term exclusions will show on a child's school record and be passed on to future schools.

Guidance for dealing with inappropriate behaviour outside the classroom

There may be a situation whereby staff will have to follow the given warning steps using oral instruction e.g. PE or during after school clubs. In this instance the number of warnings will be given eg "This is your second warning so please take your 5 minutes time out..."

On trips staff will follow the steps above in terms of the number of warnings given i.e. if a child receives 3 warnings about his/her behaviour the fourth will result in an R&S once back in school, a call home and a possible bar from attending the next trip.

Trips

If a member of staff is reluctant to take any child on a school trip, due to repeatedly poor behaviour in school, the Head teacher shall be consulted and, with the parents' knowledge, may be prevented from attending the trip. **The Health and Safety of children and staff is crucial during any outing or event e.g. sports days, swimming etc. and anyone who poses a challenge to this will not be allowed to attend until further notice.**

Residential Trips

Parents and carers have a responsibility for upholding the school's expectations of behaviour. If for any reason a child's behaviour has been deemed unacceptable to attend a residential trip they shall not be allowed to go.

Whilst on school journey, if it is necessary to send a child home, this will be done in consultations with staff and the head teacher. Parents will be expected to collect their child on day they have been called and incur all additional costs. The terms and conditions of the residential provider will apply to payments already made.

Guidance for dealing with inappropriate behaviour in the playground:

Break time and lunch time

- Warning and chance to change behaviour: "If you continue to behave like this you will stand by the wall for 5 minutes...";
- "I warned you about...now stand by the wall..." Stand next to wall for 5 minutes.
- Adult tells child when time is up;

- At playtime if a child will not stand by the wall, ignores or refuses to follow instructions, runs off, or is rude they will be put into the next available R&S time - the class teacher must be informed;
- If behaviour is repeated following timeout a senior member of staff will be informed and the child may miss the rest of playtime;
- If behaviour is dangerous a member of SMT will be called to deal with the situation;
- Any racism, gang behaviour, aggression, will result in a senior member of staff and the class teacher being informed;
- Any negative behaviour during/ after/ because of football will result in names noted to miss next session of football. The class teacher must be informed; and
- All incidents and consequences will be recorded and communicated to the relevant member of staff.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

To help establish good behaviour in school we need to work in partnership with parents and carers. When we contact parents about their child/ren's behaviour, we are seeking to solve a problem together not to blame or give parents a "telling off". We know that shared trust between home and school can make a significant difference to a child's behaviour. We are also happy to help and advise parents about difficulties with behaviour they may be experiencing at home.

- We believe that parental involvement in school is essential and we will endeavour to encourage this;
- All members of staff are available by appointment should an issue require an in depth discussion;
- Teachers will contact parents if there are issues that need to be discussed.

In line with the Department for Education and Skills:

- **We welcome visitors to our school;**
- **We will act to ensure it remains a safe place for pupils, staff and other members of our community;**
- **If, however, you threaten or assault anyone in the school, or persist in abusive behaviour, you will be removed from the premises and may be prosecuted.**

We work with parents and carers in the following ways:

- Listening to concerns and suggestions about behaviour management in the school;
- Giving all the parents and carers a copy of this policy; and
- Keeping parents and carers informed about their children's behaviour.

We expect that parents and carers will:

- Share concerns and suggestions with us in line with the school's procedures. Don't always wait for us to contact you;
- Make sure your child/ren understand that you agree with the views about acceptable and unacceptable behaviour in school;

- Always talk to the school about any problems between children. Please do not become involved in disputes with other parents or approach their children. This is important to all families and the only way for difficulties to be addressed fairly from the children's point of view; and
- Join us in modelling good behaviour for all children on school premises especially in the way you approach the staff about concerns you may have. If you are upset or angry we ask you to seek a senior member of staff to discuss your concerns rather than be upset with someone in front of other children or parents.

ALLEGATIONS MADE AGAINST MEMBERS OF STAFF

Any allegations of inappropriate conduct made by a child or a family member against a member of staff will be treated very seriously. As such, any allegation will be thoroughly investigated by the school and governing body, and if necessary by external agencies. If, after a thorough investigation, the allegation is found to be unsubstantiated and without evidence to prove it, the child and the family will be required to apologise in person and / or in writing to the member of staff. False allegations are viewed seriously as they can be very damaging to all members of the school community and in particular to the staff member. The parents or carers will also be required to sign a contract stating that the allegation was properly investigated and that they accept the outcome of the investigation.

RARE OCCASIONS OF EXTREME CONCERN

PASTORAL SUPPORT FOR INDIVIDUAL CHILDREN

Children under extreme stress or at risk of exclusion for unacceptable behaviour have an Individual Education Plan or a Pastoral Support Programme (PSP) with targets to help them improve. Their behaviour is closely monitored. They and their parents receive regular feedback about progress, in the form of regular meetings and/ or home school- books.

Additional resources available to support such children include the following:

- Additional attention from a classroom assistant to keep them on track in class;
- Monitoring and support from the Inclusion manager;
- Advice to parents on sources of support outside school (counselling etc.).

PHYSICAL RESTRAINT

We avoid physical restraint of pupils wherever possible. However, if an individual's behaviour is dangerous to others or to themselves, or seriously disrupting other's learning and they are unable to respond to staff requests to stop, there may be occasions when we have to physically restrain or move the child. This will always be done in a way consistent with Barnet LEA's guidelines and the minimum force will be applied. We aim not to hurt children. We will always keep a record of restraint and let parents know when this has been necessary.

DETAILS OF DAY TO DAY STRATEGIES USED BY STAFF

- Building and maintaining good relationships is essential to the success of our children: Informal contact makes a natural contribution to standards of behaviour. All staff take the initiative to talk with pupils around school, greet them and expect to be greeted, enjoy relating to them and work to gain their trust;
- Authority is established firmly and calmly;
- All staff act as models of the Christian behaviour they want to encourage in children. They speak politely and expect politeness in return. They respect every child and expect this in return. They treat everyone as an individual;
- Staff encourage pride in the school and in the working environment;
- Staff draw attention to good behaviour and praise it;
- Staff make sure pupils know about acceptable standards of behaviour;
- Staff share helpful strategies for promoting good behaviour and with each other, with pupils and with parents;
- Staff collect the class and begin lessons on time, as they know waiting can lead to disruptive behaviour;
- Group activities are planned with children to encourage mutual respect;
- Staff involve children in rule and decision making (e.g. class rules, School Council); and
- Rules are applied consistently.

Strategies to be used by all adults (staff, volunteers and parents) when problems occur

- When dealing with a problem that has arisen we avoid confrontation: listen, don't react, establish the facts, judge only when certain and use sanctions appropriately;
- Seek help from a senior staff member if needed;
- Record incidents immediately after the event.
- Remember - some children will follow an individual behaviour programme;
- Separate the problem from the person: Don't blame the child, but criticise their behaviour;
- Do apologise if you realise that you have treated a child unfairly or showed more anger than was deserved. This can always be done the next day;
- Accept a child back willingly after "time out" and praise them for being ready to try again; and
- Always aim to get to the bottom of a child's problem when they get into trouble, staff may seek parents' assistance to help sort out complex situations.