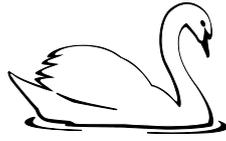


PARK STREET CHURCH OF ENGLAND PRIMARY SCHOOL



BEHAVIOUR POLICY

The behaviour policy at Park Street School is based on certain expectations about behaviour and relationships within a secure, caring environment. We foster a positive atmosphere, emphasising the need for mutual respect, tolerance and understanding by every member of our school community.

We aim to create a positive atmosphere based on a sense of community and shared values and securely based within the Christian ethic of forgiveness and reconciliation.

Aims

- Everyone should be treated with courtesy and consideration
- Everyone has a contribution to make by setting a personal example
- Everyone should give of their best in work and behaviour
- Everyone should give and receive respect
- Individuality must be seen as an essential and an important part of each person, within the framework of the school as a community
- The positive aspects of each individual personality should be celebrated and developed
- Expectations of others will be reasonable and practicable
- Everyone should be treated with fairness and consistency of approach in all situations
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school and to report to Governors, when requested on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

Our Rights

Everyone in our school has these basic rights:

To Learn
To Teach

To be safe
To be treated with dignity and respect

Guidelines about children's behaviour

Our School Golden Rules

We are kind
We are honest
We listen to each other
We work hard
We look after our school
We have good manners

At the start of each school year each class teacher will, through discussion with the children in their class draw up a list of class rules based on our Golden Rules. These will be displayed on the classroom wall.

We are kind

- We will play and work together in a kind and friendly manner. We will not hurt each other through unkind words or actions
- We will set a good example – the youngest look to the oldest for an indication of how to behave

We are honest

- We will tell the truth
- We will own up to our mistakes and accept responsibility for our own actions

We listen to each other

- We listen to each other and to adults. We do not interrupt but wait patiently for our turn to speak
- We are silent when required
- We try and understand other peoples point of view

We work hard

- In class, we will make it as easy as possible for everyone to learn and for the teacher to teach.
- This means we will keep the class rules agreed at the start of the school year, arrive on time, listen carefully, follow instructions, help each other when appropriate and be quiet, sensible and considerate.
- We will always try to do our best work and be proud of what we do.

We look after our school

- We will take pride in our classroom and the school
- We will help to make school a pleasant place to be, by, putting rubbish in the bin, hanging up PE bags and coats and keeping the classroom tidy.
- We will look after equipment and use resources carefully, putting lids on glue sticks and pens etc.

We have good manners

- We will move quietly in and around school; always walk never run; we will stand aside and let others pass; hold doors for others; lend a helping hand.
- We will be polite to adults who work in or visit the school and try to speak politely, however angry or upset we feel.
- We will not swear or shout.
- We will use ' please' and 'thank you' freely

Guidelines for adults about behaviour

We expect adults to set an example by adhering to the guidelines for positive and acceptable behaviour set out for the children.

Additionally, adults should take the initiative in establishing a good relationship with every child and working hard to sustain that relationship.

- Greet and be greeted
- Speak and be spoken to
- Smile
- Make eye contact (always remembering the protocols of other cultures)

Around the school, all informal contact should contribute to the school's ethos of high standards of behaviour

- Start the dialogue
- Deal with all misbehaviour
- Set high standards yourself

Within the classroom, create and sustain a positive, supportive and secure environment

- Welcome children into school
- Extend and motivate all pupils
- Be constructive in marking
- Share learning experiences with the children
- Give responsibility whenever possible
- Notice and praise positive behaviour
- Encourage creative dialogue

- Set and maintain a high standard of order and organisation
- Set and maintain a high standard of presentation and care for surroundings
- Ensure the children know your expectations and remind them often
- Mean what you say
- Apologise when necessary
- Ask for support if you need it

Adults should:

- Use humour
- Keep calm
- Listen
- Keep consistent boundaries
- Know the pupils as individuals
- Punish only when absolutely necessary
- Do what they say you will do
- Avoid shouting or over-reacting
- Avoid sarcasm or humiliation

REWARDS

Whenever possible, good behaviour and hard work are promoted by positive reinforcement in the forms of rewards and praise. We take special care to reward those children who are always well behaved and hard working as well as those who have made a great effort to improve.

Rewards may include:

- Verbal praise
- Responsibilities or privileges
- Beads in a jar leading to class rewards
- Certificates
- Stickers
- Stars of the Week
- Showing work to other classes or the Headteacher.
- 30 minutes Golden Time at the end of each week.
- Headteacher awards-pencils, pens, notebooks.

SANCTIONS

Although the school's Good Behaviour Policy is based upon a positive recognition of good behaviour, it is recognised that effective sanctions need to be available for those pupils who do not comply. Most children respond to a reminder of the behaviour we have agreed upon as a school relating this closely to our Rights and Golden Rules. More serious infringements will be dealt with in the form of choice and consequence. Children may also be

offered a time out in order to reflect on their behaviour. If a child is deliberately violent to a member of staff or another child, or is consistently defiant or disruptive the Head Teacher may exclude this child for a fixed period of time, in accordance with exclusion procedures and guidance. This is in order to maintain the safety of others and the ordered atmosphere of the school community. We recognise that the sanctions applied need to be appropriate to age and behaviour.

Sanctions include:

- Verbal warning
- Loss of playtime/lunchtime or part thereof
- Asked to write, e.g. a letter of apology, or other form of reparation
- Temporary withdrawal from class or group
- Loss of class Golden Time
- Referral to Senior Member of Staff or Headteacher
- Meeting with parents

Unacceptable Behaviour

Physical and verbal attack including name calling, racist comments, etc –

The use of foul and offensive language

Bullying (as defined in Bullying Policy)

Stealing

Lying

Spitting

Kicking, hitting, pinching, or any form physical abuse

Misuse of or damage to property

Bad manners and lack of consideration

Disruptive behaviour in class

Behaviour that may endanger self/others or does not follow our rules

Threats and verbal attacks by email/mobile phone

Hierarchy of actions when dealing with bad behaviour

1. Reminder of class or school rule in relation to our Rights and Golden Rules
2. Offer of choice or consequence
3. Consequence
4. Temporary withdrawal from class or group
5. Temporary withdrawal to the Head Teacher
6. Meeting with Parents
7. Referral to SENCO (possible Behaviour Support Plan)
8. Referral to outside agency
9. Action by Headteacher (Exclusion in line with CCC policy)

Incidents of bullying, racist, sexist or homophobic abuse and physical abuse are reported directly to the Headteacher, via the class teacher or the midday coordinator. The Headteacher will then interview all concerned.

Persistent misbehaviour is also reported to the Headteacher who will discuss the cause and effect of such behaviour with the child and agree a course of action intended to improve the situation.

The Headteacher keeps records of such reports and the results of discussions.

If necessary, parents are informed and invited to come to school to discuss the matter.

Behaviour Logging

The midday supervisor keeps a log of unacceptable behaviour at lunchtime. The Headteacher keeps a log of children who are sent to her for unacceptable behaviour.

Racist Incidents are reported to the Local Authority.

Persistent Unacceptable Behaviour

- An Individual Behaviour Plan (IBD) will be written for children whose behaviour is persistently poor and this will be shared with parents.
- Guidance will be sought from the Specialist Behaviour Team
- Support from outside agencies, EWO, Family Support Worker, Educational Psychologist will also be sought
- Statement of Special Educational Need

Exclusion

If a child's behaviour continues to be a major concern despite the use of internal sanctions and parental involvement, or if a serious incident occurs it may be necessary to exclude a child from school. The school will follow the LA guidance on exclusion. These can be:

Lunch time exclusion

Fixed Term Exclusion

Permanent Exclusion.

The Behaviour Policy operates in conjunction with the following policies and guidance:

Anti-bullying Policy

County Exclusion Guidance

Special Needs Policy

Equality Policy

Safeguarding and Child Protection Policy

Physical Restraint Policy

Appendix: A
Whole school rules for behaviour at playtime and lunchtime

PLAYGROUND RULES KS1

- Children should follow our Golden Rules for a safe and happy playtime
- Children should wear suitable shoes on the climbing apparatus. They should not climb on the apparatus in wet weather

- Children should ask to go to the toilet.

- Fruit peelings should be put in the bin.

- At playtime and lunchtime children should not be in the small fenced off area.

- Children must not play on the fire escape.

- When the whistle blows all children should stop and stand still.

- Children should walk quietly into school when told to by an adult.

PLAYGROUND RULES KS2

- Follow our Golden Rules for a safe and happy playtime
- If something happens to upset you, then please speak to the adult on duty. You must not hit, kick or otherwise hurt another child, swear or call names.
- The benches are a quiet area for reading or drawing. Do not run in this area or climb on the tables or boot boxes
- Eat your snack in the playground and put your rubbish in the bin.
- Play fighting is not allowed because people may get hurt by mistake.
- Ask to use the toilet and do not go back into the classroom without permission.
- Stand still when the whistle blows and listen to the instructions.
- Hang your coat on your peg when you go back in.

JESUS GREEN RULES

- While we are going to and from Jesus Green, we walk carefully in two with no overtaking, stopping at the road until we are told to cross.
- There is never any reason for violent behaviour, either physical or verbal. If something happens to upset you, then please speak to the midday supervisor. You must not hit, kick or otherwise hurt another child, swear or call names.
- Play fighting is not allowed because people may get hurt by mistake. Do not touch other children, but keep your hands to yourself
- You are not allowed to speak to any adult or child who is not a member of the school, even if you know them. Adults who wish to speak to children should first identify themselves to a midday supervisor who will accompany the adult during the conversation with the child. If anyone approaches you, walk away at once and go straight to a midday supervisor. If you see another child being spoken to by an adult, run and tell a midday supervisor.
- Do not pick up anything you find at Jesus Green, including sticks, stones, glass etc but come and tell a midday supervisor.
- You all know the limits of our play area – the railings along the roads, the path and the line drawn between the lamppost and the bench. Do not move out of this area without permission from a midday supervisor

What happens if a child does not keep to the rules (sliding scale)

1. Adult on duty reminds child of rules

If behaviour continues
2. Children are sent to stand against the fence for 5 minutes.

If behaviour continues
3. Children will lose their Green Time the next day.

APPENDIX B
SANCTIONS
 UNACCEPTABLE BEHAVIOURS AND WHAT WE DO IF THINGS GO
 WRONG

	BEHAVIOUR	SANCTIONS
STAGE 1	<u>AGGRAVATIONS</u> <ul style="list-style-type: none"> • Breaking of the school rules • Wandering about, calling out, interrupting the teacher when talking to the whole class, disturbing other pupils, talking when asked not to, silly noises, pushing in line, interrupting learning 	<ul style="list-style-type: none"> • Change of seating/position • Child given choices • Child reminded to follow the school rules • If the child continues to be uncooperative he/she will be moved down the class behaviour chart.
STAGE 2	<u>SERIOUS</u> <ul style="list-style-type: none"> • More regular breaking of the School Rules • Not responding to an adult's request to work/follow instructions • Being more disruptive, deliberately causing a disturbance • Taking other people's belongings • Cheeky off-hand comments • Swearing to express frustration Annoying other children • Deliberately disrupting other children's play • Damaging school equipment 	<ul style="list-style-type: none"> • If the behaviour continues and the child's name reaches the bottom of the behaviour chart. The child will be exited and sent to another class where an opportunity for reflection through drawing or writing is given. Afterwards the child will be expected to apologise to the people concerned. • The child will then complete any missed work at lunch time. • If there is inappropriate behaviour in the playground children will lose 5 minutes of playtime. • Loss of privileges • Informal contact with parents by class teacher if appropriate
STAGE 3	<u>MORE SERIOUS (PERSISTENT INAPPROPRIATE BEHAVIOUR)</u> <ul style="list-style-type: none"> • Challenging authority • Deliberately throwing objects with intention of breaking them or 	<ul style="list-style-type: none"> • If the behaviour continues and a third exit is given in a week parents/carers will be informed by telephone. • If the behaviour is verbally or physically abusive then no

	<p>causing harm</p> <ul style="list-style-type: none"> • Hurting someone • Damaging property • Leaving class without permission • Repeated refusal to do set tasks • Serious challenges to authority e.g. serious cheek • Harmful/offensive name calling • Bullying (persistent, targeted and deliberate) • Fighting 	<p>warnings will be given and the child will immediately be exited from the classroom to the office. Parent /carers will be contacted. The child will be given time to calm down and to reflect with the Head/Deputy and if possible with parents/carers as well.</p> <ul style="list-style-type: none"> • A lunchtime exclusion will be given for bad behaviour at lunchtime • A Behaviour Management Chart with targets will be drawn up to be completed by staff and the child if old enough
	BEHAVIOUR	SANCTIONS
STAGE 4	<p style="text-align: center;"><u>VERY SERIOUS</u></p> <ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Storming out of class • Fighting and intentional physical harm to other children • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse to staff • Persistent swearing • Vandalism • Stealing • Persistent Bullying (i.e. continuing after an adult has dealt with the issue) • Leaving the school premises in anger or to truant 	<ul style="list-style-type: none"> • When the above strategies have been applied and the child has not made progress in managing their unacceptable behaviour then the sanctions below apply:- • Immediate involvement of the Headteacher • Pupil to be removed from class • Internal exclusion e.g. set period out of class, supervised indoor playtimes • Parents telephoned and if possible seen at the end of the school day • Possible fixed term exclusion for up to 3 days • After exclusion, the child and parent/carer must meet with the Headteacher to discuss reintegration prior to the child coming back to school, • Involvement of outside agencies, - Behaviour, Social Care, Specialist Teaching Team, EWO, School Nurse
STAGE 5	<p style="text-align: center;"><u>EXTREMELY SERIOUS</u></p> <ul style="list-style-type: none"> • Extreme danger or violence 	<ul style="list-style-type: none"> • Fixed term exclusion • Permanent exclusion or managed

	<ul style="list-style-type: none">• Very serious and regular challenges to authority• Verbal/physical abuse to any staff• Running out of school	<p>move to a new school may be considered</p> <ul style="list-style-type: none">• Involvement of outside agencies, - Behaviour, Social Care, EWO, Specialist Teaching Team School Nurse
--	---	---