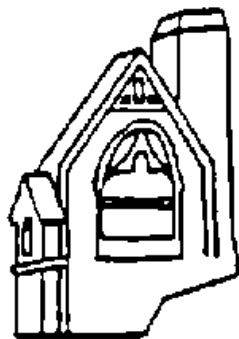


LIONEL WALDEN PRIMARY SCHOOL



BEHAVIOUR POLICY

Updated: September 2017
Review Date: September 2018

INTRODUCTION

Positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. In the context of a school, we would define positive behaviour as conduct that assists the school to fulfil its function which is to develop, as fully as possible, the abilities and social skills of all its pupils and to promote feelings of happiness and security for all.

AIMS AND OBJECTIVES

We aim to:-

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Raise children's self-esteem and help them to feel secure and safe.
- Recognise that each child is an individual with their own needs.
- Help children to become aware of the needs of others.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour.
- Encourage everyone to contribute to our Code of Conduct.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Employ a consistent approach to behaviour throughout the school whilst considering the specific needs of individuals.
- Involve parents in the good behaviour of their children and encourage them to support our Code of Conduct.
- Develop an understanding of the importance of codes of conduct in our lives and why they need adhering to.
- Positively involve pupils, staff and parents in a common purpose and direction.

THE SCHOOL'S APPROACH

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, children and staff are all involved in an effective home/school partnership.

Code of Conduct/Classroom Rules

At the beginning of each year, classes revisit the School's Code of Conduct - see below. The children, with the help of their teacher, decide on positive ground rules that they believe will make for a happy, hardworking environment in their own classroom. Once this Class Code of Conduct has been agreed, it is displayed in the classroom as a reminder and the children are expected to abide by this. If a child contravenes this Class Code of Conduct, they are reminded of the part they played in its creation and the commitment they made to it.

There is a general Code of Conduct for the whole school community, which is regularly reviewed by the children and staff. It is the main focus of whole school assemblies during the first half of the Autumn Term. This code is displayed prominently throughout the school.

School Code of Conduct

1. Be kind, helpful and polite to others.
2. Be respectful of others, their opinions, feelings and property.

3. Respect everyone's right to speak and to be heard.
4. Work quietly to avoid disturbing others.
5. Try to do your best at all times.
6. Care for the school environment and those in it by being tidy, clean and organised.
7. Use materials and equipment wisely and safely.
8. Move around the school and grounds safely and sensibly.

Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Headteacher.

Staff Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teachers and other staff share the responsibility for the sensible behaviour of the children in and around the school.

The Head/Deputy Headteacher have overall responsibility for discipline during the lunchtime period. Responsibility for managing behaviour during the lunch break, both in the hall and at play, has been delegated to the Midday Co-ordinator and the other lunchtime supervisors. The Midday Co-ordinator liaises closely with the Headteacher/Deputy Headteacher over the lunch break.

Parents' Responsibilities

A Home-School Agreement will be provided for all incoming pupils on their arrival at the school and both parents and children are encouraged to read it and sign a declaration that they agree to it. We encourage parents to be aware of the School Code of Conduct and expectations and to support the implementation of this Behaviour Policy.

We look to our parents to ensure that their children are aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all, we regard it as the responsibility of the parents to foster good relations with the school and to show an interest in what their child does here.

Children's Responsibilities

Children are expected to follow the Code of Conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school.

How We Promote Good Behaviour

- Clear expectations of good behaviour are laid out and discussed, e.g. School Code of Conduct.
- Anti-social behaviour is not tolerated; mutual respect is expected.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in Personal, Social, Health Education (PSHE), Religious Education and collective worship as well as through our promotion of British Values.
- Self-esteem may be promoted through specific interventions, e.g. social skills groups.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.
- Where appropriate, good behaviour is praised either privately or publicly.
- High standards of behaviour are set through the example of all adults and children in the school.
- In certain circumstances, behaviour support programmes are set in place for specific children.

How We Deal with Unacceptable Behaviour

- We talk calmly to the child who misbehaves, insisting that good behaviour is expected at all times by reminding them of the School or Class Code of Conduct.
- In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally, is not acceptable.
- We reassure the other child or children by making it clear to them that action is being taken to stop the aggressive behaviour.

Depending on the severity of the offence, differing courses of action or sanctions may be applied. There is no corporal punishment and no after school detention. Unacceptable behaviour can be divided into five progressive stages as follows (Please refer to Appendix 1 for behaviour at lunchtime/break):

	Example of Behaviour	Possible Responses	Possible Sanctions
Stage 1	<ul style="list-style-type: none">• Wandering about• Calling out• Interrupting the teacher• Talking at inappropriate times• Pushing and shoving in the line• Irritating other children• Interrupting other children• Dawdling	<ul style="list-style-type: none">• Speak to child• Eye contact• Reminders• Give child choices, e.g. stop talking or sit somewhere else	<ul style="list-style-type: none">• None, or• Minimal, e.g. change seating arrangement• Send to play elsewhere or with someone else• Ask to apologize for behaviour
Stage 2	<ul style="list-style-type: none">• Not responding to teacher• Disruptive behaviour• Deliberately causing a disturbance• General refusal to do anything• Accidental damage through carelessness• Cheeky, off-hand comments• Minor challenges to authority• Repeatedly irritating other people• Silly or irritating name calling• Mild, one-off swearing• Manipulative behaviour	<ul style="list-style-type: none">• Talk to child• Discuss consequences of behaviour• Separate child from scene or other children involved• Contact with the parents by the class teacher	<ul style="list-style-type: none">• Separate from class or group for a while (up to an hour)• Write a letter of apology or apologize verbally• Complete unfinished work in own time, e.g. playtime• Temporary withdrawal of a privilege

Stage 3	<ul style="list-style-type: none"> • Deliberately throwing objects with the intention of breaking them • Harming someone • Deliberately damaging school or personal property • Leaving class without permission • Repeated refusal to do anything • Continued and serious cheeky responses • Serious challenges to authority • Harmful or offensive name calling, including racial remarks • More serious or repeated swearing • Verbal abuse of a child 	<ul style="list-style-type: none"> • Referral to Senior Teacher, Deputy Headteacher or Headteacher • Formal letter to or contact with the parents • Head or Deputy begins to keep a record of incidents • In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the LA 	<ul style="list-style-type: none"> • Exclusion from classroom for a period of time • Parent involvement in school • Lunchtime exclusion for a specified period of time (up to 5 days) • Placing on SEND register for SEND Support for emotional and behavioural difficulties • Putting a Risk Reduction Plan in place
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	Example of Behaviour	Possible Responses	Possible Sanctions
Stage 4	<ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Fighting and intentional physical harm to other children • Throwing large, dangerous objects • Serious challenges to authority • Leaving school grounds (or attempting to) without permission • Verbal abuse of any staff • Vandalism • Stealing • Persistent bullying, including racial harassment • Regular, repeated defiance 	<ul style="list-style-type: none"> • Immediate removal of offender from scene • Immediate involvement of Headteacher (or Deputy, if Head is not available) • Headteacher keeps a record of incidents • Involvement of SEND Specialist Services 	<ul style="list-style-type: none"> • Senior Leadership Team to telephone parents and meet with them as soon as possible • Lunchtime exclusion for behaviour during lunch break (5+ days) • Fixed term exclusion • Pastoral support programme

Stage 5	<ul style="list-style-type: none"> • Dangerous or violent behaviour • Very serious challenges to authority • Repeatedly leaving school grounds (or attempting to) without permission • Physical abuse of any staff member 	<ul style="list-style-type: none"> • Immediate removal of offender from scene • Immediate involvement of Headteacher (or Deputy, if Head is not available) • Headteacher keeps a record of incidents • Involvement of SEND Specialist Services 	<ul style="list-style-type: none"> • Fixed term exclusion • For repeated Stage 5 behaviour, permanent exclusion will be considered • Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion
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Parallel procedures to the above apply for official out of school activities

How We Support Staff in the Application of this Policy

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation. We try to ensure that no member of staff is, or feels, isolated at any time.

If a child's behaviour in class is such that the teacher wishes them to be excluded from the classroom for a time, another teacher may receive the child in the first instance. If the behaviour is repeated, then assistance from the Senior Leadership Team will be sought. In the case of the behaviour becoming more serious or continuing to be repeated, the child will spend some time with the Deputy Headteacher. The Deputy may ask the Headteacher to become involved, if appropriate.

Special Educational Needs and Disabilities

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child. While we fully appreciate that all children are unique and have a wide range of needs, the welfare and safety of all pupils and staff remains paramount.

Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents, the Headteacher, the Deputy Headteacher, the SENDCo, Teachers, Teaching Assistants and outside agencies may be included in the programme, if deemed necessary or helpful.

Other Relevant Documents and Policies

Anti-Bullying Policy

Equality and Diversity Policy

Special Educational Needs and Disabilities Policy

Code of Practice for Special Educational Needs and Disabilities

Guides on Exclusion from School (Cambridgeshire County Council)

IN CONCLUSION

We seek to provide a safe and happy environment in which children can learn. By following this Policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

APPENDIX 1: BEHAVIOUR AT LUNCHTIME/BREAK

	Example of Behaviour	Possible Responses	Possible Sanctions
Stage 1	<ul style="list-style-type: none"> • Wandering about in dining hall • Calling out in dining hall • Interrupting adults • Talking at inappropriate times/in the line • Pushing and shoving in the line • Pushing other children • Unwanted chasing of other children • Irritating other children • Interrupting other children 	<ul style="list-style-type: none"> • Speak to child • Eye contact • Reminders • Give child choices, e.g. either stop talking or sit somewhere else 	<ul style="list-style-type: none"> • None • Minimal, e.g. change seating arrangement/send to play elsewhere or with someone else/ask to apologize for behaviour

Stage 2	<ul style="list-style-type: none"> • Not responding to an adult • Disruptive behaviour • Deliberately causing a disturbance • Refusal to do as asked by an adult • Accidental damage through carelessness • Dawdling • Cheeky, off-hand comments • Minor challenges to authority • Repeatedly irritating other people • Silly or irritating name calling • Mild, one-off swearing 	<ul style="list-style-type: none"> • Talk to child • Discuss consequences of behaviour • Separate child from scene (Midday Co-ordinator involvement) • Contact with the parents by the class teacher 	<ul style="list-style-type: none"> • Separate from class or group for a while • Inform class teacher • Midday Co-ordinator to inform Senior Leadership Team at 12.50 p.m.
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	Example of Behaviour	Possible Responses	Possible Sanctions
Stage 3	<ul style="list-style-type: none"> • Deliberately throwing objects with the intention of breaking them • Harming someone • Deliberately damaging school or personal property • Leaving dining hall/playground without permission • Repeated refusal to do anything • Continued and serious cheeky responses • Serious challenges to authority • Harmful or offensive name calling, including racial remarks • More serious or repeated swearing • Verbal abuse of a child by an individual or as part of a group • Manipulative behaviour 	<ul style="list-style-type: none"> • Referral to Headteacher/Deputy Headteacher • Formal letter to or contact with the parents • Head or Deputy begins to keep a record of incidents • Possible involvement of SEND Specialist Services • In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the LA 	<ul style="list-style-type: none"> • Exclusion from classroom for a period of time • Parent involvement in school - home-school communication book/weekly meeting • Lunchtime exclusion for a specified period of time (up to 5 days) • Placing on SEN register for SEND Support for emotional and behavioural difficulties • Put a Risk Reduction Plan in place

Stage 4	<ul style="list-style-type: none"> Repeatedly leaving the dining hall/playground without permission Fighting and intentional physical harm to other children Throwing large, dangerous objects Serious challenges to authority Leaving school grounds (or attempting to) without permission Verbal abuse of any staff Vandalism Stealing Persistent bullying, including racial harassment 	<ul style="list-style-type: none"> Immediate removal of offender from scene Immediate involvement of Headteacher (or Deputy Head, if Head is not available) Headteacher keeps a record of incidents Involvement of SEND Specialist Services 	<ul style="list-style-type: none"> Senior Leadership Team to telephone parents and meet with them as soon as possible Lunchtime exclusion for behaviour during lunch break Fixed term exclusion Pastoral support programme
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	Example of Behaviour	Possible Responses	Possible Sanctions
Stage 5	<ul style="list-style-type: none"> Dangerous or violent behaviour Very serious challenges to authority Repeatedly leaving school grounds (or attempting to) without permission Physical abuse of any staff member 	<ul style="list-style-type: none"> Immediate removal of offender from scene Immediate involvement of Headteacher (or Deputy Head if Head not available) Headteacher keeps a record of incidents Involvement of SEND Specialist Services 	<ul style="list-style-type: none"> Fixed term exclusion For repeated Stage 5 behaviour, permanent exclusion will be considered Pastoral support programme set up after several fixed term exclusion or rapidly deteriorating behaviour and where there is a risk of permanent exclusion

Reviewed: Annually