

Frittenden CE Primary School



Behaviour Policy

Responsible Committee: Curriculum

Reviewed by Governors: May 2013

Date due for review: May 2014

Behaviour Policy.

1. Introduction.

The ethos of the school is such that we focus on praising good behaviour in order to build self-esteem and the respect for others in all children. A high standard of behaviour is expected at all times. Positive discipline strategies are at the centre of the behavioural management of all pupils at Frittenden CE Primary School.

The school values

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Helping those less fortunate and weaker than ourselves
- Taking personal responsibility for one's actions
- Self discipline

and we will not tolerate

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Physical violence

2. Good behaviour.

- The school believes in the recognition and rewarding of good behaviour and honesty.
- Good behaviour and achievement are regularly recognised in Collective Worship.
- Parents' Evenings and summer term reports provide opportunities for good behaviour to be noted, reinforced and communicated to parents.
- All children are placed in one of the four houses. House points are used by all staff as a consistent motivational reward and in recognition of positive behaviour.
- Star of the Week is another opportunity for weekly whole school reinforcement of positive behaviour.
- Children may be regularly sent to the Headteacher to receive a Headteacher's Award and a place in the 'Merit Book' for outstanding work or behaviour.
- Class teachers may operate their own individual positive behaviour reinforcement strategies within their class
- Lunchtime Supervisors can use house points to recognise good lunchtime behaviour.

Good work and behaviour is praised all the time with the emphasis on the positive rather than the negative. Rewards will be given when deserved and appropriate to the circumstances and the child's age.

3. Unacceptable behaviour.

When handling unacceptable behaviour the following guidance is followed by all staff:

- Other members of staff may be asked for support and, if necessary, the pupil may be sent to the Headteacher or, in the absence of the Headteacher, another member of senior staff.
- A sanction may be needed (see scale of sanctions below)

- For persistent or high level unacceptable behaviour, parents will be involved immediately to ensure the school and parents work together to help improve their child's behaviour.
- Parents will be told when their child's behaviour is improving and the child will be praised in front of their parents.
- In the rare event of children fighting, both sets of parents will be notified.
- Discipline is related to the needs of each individual child.
- Physical punishment is **never** used.

There may be times when a wide range of appropriate sanctions are needed in response to unacceptable behaviour. A range of sanctions have three main purposes:

- Impress on the child that what he or she has done is unacceptable;
- Deter the child from repeating that behaviour;
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

It is vital that all staff apply sanctions consistently and fairly. The overall impact of any sanctions used will be monitored by age, ethnicity, gender, special educational needs and disability. This enables our school to get a picture of whether overall any particular groups of children are disproportionately affected. Behavioural incidents are recorded in an Incident Log in the child's classroom or, if dealt with by the Headteacher, in the Headteacher's Incident Log. The ABC of each incident is recorded:

A – antecedent – what led up to the incident?

B – behaviour

C – consequences

The class teacher is always informed of incidents at break and lunch times so that this recording and monitoring can take place.

Sanctions are more likely to promote positive behaviour if children see them as fair. All staff are therefore advised to:

- Make clear they are dealing with the behaviour, rather than stigmatising the child;
- Avoid early escalation to severe sanctions, reserving them for the most serious of persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- Use sanctions to help the child and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- When appropriate, use sanctions to put right harm caused;
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, are all that is needed. Staff will consider when it might be more appropriate to, rather than impose a sanction, encourage pupils to reflect on the harmful effects of their misbehaviour. This could be through producing a written account of the problem or through individual or group discussions aimed at repairing relationships and raising self esteem.

Below is a scale of sanctions that may be used for unacceptable behaviour:

- One to one discussion about the unacceptable behaviour
- Removal from a group if being disruptive (in class)
- Withdrawal from a particular lesson
- Withdrawal from break or lunchtime

- Carrying out a useful task in the school as a behavioural management strategy
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- A fixed period exclusion
- Permanent exclusion

Exclusion is a sanction reserved exclusively to the headteacher and only used when dealing with extreme or violent behaviour.

4. **Positive Reinforcement.**

All classes have their own reward systems within the class suitable to the age group. These rewards often reflect positive behaviour. House points are awarded in all classes. Especially good achievement will be mentioned in Collective Worship whereas unacceptable behaviour might form the basis of the actual Collective Worship. Every Friday, each class will nominate a child to be Star of the Week and this is celebrated in a whole school Collective Worship. Children will be rewarded not only for academic achievement, but for positive social skills and behaviour. Lunchtime Supervisors also have a selection of strategies they can use to reinforce positive behaviour. Wherever possible children will be involved in devising class or school rules to help increase their ownership of such rules.

Support staff, especially Lunchtime Supervisors will be supported at all times by the teaching staff. Pupils will be reminded regularly to respect the Lunchtime Supervisors at all times.

5. **Parental Support**

Parents are expected to support the aims and values of the school and the application of this policy and this expectation is included in the home-school agreement. The school will not discuss with parents sanctions applied to children other than their own.

6. **Related documents**

Racial Incidents Policy
Anti-bullying Policy
Home-school agreement

Appendix

Exclusions

Exclusion of Pupils

Section 52 of the Education Act 2002 and Regulations made under the Act, namely the Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002: SI 2002/3178 govern the exclusion of pupils from maintained schools. 'Exclude' means exclude on disciplinary grounds. Head teachers, teachers in charge of a Pupil Referral Unit (PRU), governing bodies, local authorities (LAs) and Independent Appeal Panels (IAPs) must by law have regard to this guidance when making decisions on exclusions and administering the exclusion procedure. Although the Act defines 'exclude' as meaning simply exclude on disciplinary grounds (without specifying any degree of seriousness), the DCSF guidance states that exclusion is a serious step. Exclusion should only be used in response to serious breaches of the school's discipline policy.

Guidance on Clerking Exclusion Meetings and a model letter for exclusions can be found on the Kent Trust Web.