

TEWKESBURY C. of E. PRIMARY SCHOOL

BEHAVIOUR POLICY

INTRODUCTION

This policy has been written in consultation with all those expected to implement it, namely children, staff, parents and governor representatives with reference to relevant legislation, including The Human Rights Act 1998. Its purpose is to give clear guidelines to all those who use Tewkesbury C of E Primary School. We explain our ethos, the routines, the code of conduct that helps maintain it and our system of rewards and punishments. Both the Behaviour Policy and the Bullying Policy are kept under continuous review.

ETHOS

Tewkesbury C of E Primary School is organised so that children and staff are happy, confident and at ease. We believe a healthy balance between rewards and punishments exists. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility.

AIMS

1. To value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
2. To develop self discipline, the ability to learn independently and work co-operatively.
3. To listen with respect to one another and be conscious never to damage another's self esteem.
4. To foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.
5. That all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos.

ENCOURAGING GOOD BEHAVIOUR

Here at Tewkesbury C of E Primary School we offer a differentiated curriculum aimed at meeting the needs of all our pupils. The staff offers a range of extra curricular activities for pupils.

We believe that the maintenance of standards and improvements in social behaviour should be given equal weight with academic and sporting achievements.

We believe that emphasising positive behaviour in school tends to marginalize bad behaviour and decreases the number of misdemeanours.

At parents' evenings, where appropriate, we would discuss and ask for a commitment to avoid lateness.

REWARDS

When giving rewards to children we always make clear why we are rewarding them, with the intention of making the child properly aware of our actions and signalling to other children that they could achieve this too. We know that effective praise focuses attention on relevant behaviour and fosters intrinsic motivation. Rewards we give include: -

1. Approving looks, nod or smile
2. Stickers, stars and housepoints.

- 3 A parental note.
4. Sending child to headteacher for further praise.
5. Showing/sharing good work, good behaviour in assemblies.
6. Certificates and awards periodically and at the end of term in final assemblies.

We are aware that considerably more praise than censure should be given to reinforce good behaviour patterns.

GOLDEN RULES

These are positively worded to remind children of what they are supposed to be doing. Copies are found displayed around the school, in each classroom and all staff are aware of them. When a misdemeanour occurs children are reminded of the agreed rules, asked which they have broken and what can be done to make recompense – and why.

Golden Rules.	
Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings.
Do work hard	Do not waste your or other people's time.
Do look after property	Do not waste or damage things.
Do be honest	Do not cover up the truth

At the start of each week each child has 30 minutes of Golden Time allowance. A circle time takes place to emphasise aspects of the golden rules which may need an additional focus. During the week infringements can lead to a deduction of five minutes or multiples thereof by any member of staff. On Fridays classes enjoy golden Time activities: those having lost sections of time do not take part in this or alternative activities but simply remain inactive until their allotted time has passed. Golden Time may be 'earned back' through a clear change in the behaviour which caused the initial loss.

GENERAL SCHOOL RULES

1. We will act with courtesy and consideration at all times.
2. Violent and aggressive behaviour, including bad language and verbal abuse will be dealt with promptly and firmly, with staff often arranging a meeting with parents.
3. Around the school the children are to move about calmly and quietly, especially arriving for and leaving assemblies, and to walk on the left-hand side of corridors.
4. Everyone is to keep the school clean and tidy, so it is a welcoming place we can all be proud off.
5. The school is not responsible for children who arrive before 8:40 a.m. If it is wet in the morning, children should go straight to their classrooms on arrival at school.
6. No child should walk through the car park or use the vehicle entrance gate.
7. Bicycles should be wheeled on school premises.
8. No child should be in a classroom unsupervised at any time.
9. The wearing of jewellery is generally discouraged. (see P.E. Policy).
10. Adults on the property must respect our no smoking policy and to give due regard to any requests from the school and its governors regarding the safety and well being of the children.
11. No valuable items to be brought into school – any agreed to for Golden Time should be locked away in the teachers' cupboards.
12. An absence school must be confirmed either by note or 'phone.

CLASS RULES

Each teacher will agree then later review rules with each class.

PLAYGROUND RULES

1. All children should play together sensibly. They will be caring towards others and learn to be courteous and friendly.
2. All litter will be put in the bins provided.
3. Children will not leave the playground without the duty teacher's permission.
4. Do have a good time, but don't upset others.
5. Children should use the garden as a quiet area and walk on pathways.

UNACCEPTABLE BEHAVIOUR

There is no place for violence, bullying, harassment (racial, sexual or other) vandalism, rudeness to adults or bad language within our school community and this is always unacceptable. We always try to work within a positive frame work keeping parents (and if necessary governors) informed. We try to maintain an ethos of labelling the act and not the child. We understand that some children have difficulty with finding the right behaviour sometimes possibly due to S.E.N or some other reason. However there are some who present us with persistent and very disturbed behaviours which are beyond our repertoire to manage. In these cases we refer to an outside agency such as the Educational Psychologist. (A separate policy for dealing with bullying is included at the end of this Behaviour Policy).

SANCTIONS

When dealing with misbehaviour we are conscious of always maintaining a child's self-esteem, and remembering it is the behaviour that is unacceptable, never the child.

Where ever possible we encourage negotiated sanctions that match the offence. Therefore in discussion with the child we:

check the child understands what s/he is in trouble for by asking,
establish s/he knows the behaviour was unacceptable,
explore the effect the behaviour has on others,
examine strategies for avoiding the same situation in the future,
offer alternative strategies,
problem solve.

The most powerful sanction, for the majority of children, is the disapproval of those whose views (adults or peers) s/he respects. We feel that it is important therefore to create a climate of opinion in which that sanction will have greatest effect. To this end every class in the school undertakes a Circle time session actively to encourage a greater knowledge of and respect for their peers, to enhance self esteem and foster a caring ethos. Minor infringements should be dealt with by the adult responsible at the time. It is disempowering for those such as class teachers, learning support workers and midday supervisors to keep referring children to the Headteacher. Punishments should, whenever possible, be immediate and always of short duration.

STRATEGIES

Minor infringements such as running indoors, disturbing lessons and assemblies, might include:
a non-verbal signal (shake of the head)
a private verbal rebuke and reminder of unacceptable behaviour,
repetition of task if necessary,
isolation within the classroom,
removal from class to an alternative supervised area,
withdrawal of privilege e.g. loss of a breaktime.

Repeated Behavioural Difficulties

Nurture Groups are run weekly for identified children to receive support from a LSW trained in counselling. SEAL resources, discussion and individual target setting are used to support appropriate behaviour choices.

More serious infringements such as fighting, rudeness, disobedience, stealing, dishonesty, vandalism or verbal abuse, must be dealt with in a more formal way. This may include:

removal from class for a longer period,

withdrawal of a major privilege,

discussion with headteacher,

informing parents,

discussion with an outside agency.

Lunchtime exclusion, fixed-term exclusion, permanent exclusion. (The Gloucestershire guidance on exclusions will be strictly followed at all times)

Procedures to be followed where there has been a minor infringement:

1. Class teacher, midday dinner supervisor or adult responsible at the time to form judgement of the appropriate course of action.
2. Children may be sent to other classrooms or teacher by agreement.

Procedure to be followed where there has been a major infringement:

1. Explanatory notes or another message to be sent to the class teacher whenever a child is dealt with by another colleague.
2. The headteacher may be sent for, or the child sent to the headteacher, allowing the teacher to continue with the lessons.
3. The headteacher, having been informed of all the background circumstances, will decide the appropriate course of action to take and the appropriate time to contact the parents as necessary.
4. In order to avoid this behaviour recurring, staff may need to raise the issue of a child's behaviour at a staff meeting.
5. Should an exclusion be considered the County policy is strictly followed.

BREAKTIMES

If undesirable behaviour, such as spoiling others games, name calling, kicking or other violence happens then one of the sanctions listed above will be instituted by the teacher on duty. Playground equipment has been purchased to help the children enjoy their free time. At the end of the playtime children will assemble in their classes and walk in an orderly manner.

PARENTS

Home is the most dominant influence in a child's life affecting each child's attitudes, performance and behaviour. We believe that all parents want their children to be able to take full advantage of curricular and extra curricular activities offered in school, therefore co-operation between parents and staff is essential. All parents are asked to bring any concerns directly to the teacher concerned or the headteacher via the School Office. The Home/School agreement signed by most parents forms the basis of a contract for good behaviour.

SCHOOL DAY

During the school day children will be required to exhibit several different behaviours appropriate to what is happening. Below are some examples.

- **IN CLASS**

Quiet independent study. During this time children are usually asked to read or do other work requiring a very quiet calm atmosphere.

Listening time. When teachers are giving instructions, reading a story, Circle time or watching T.V.

Discussion time. Circle time is another opportunity for children to talk, as are small discussion groups that operate calmly and orderly.

Co-operative work time. The National Curriculum often demands that children work as part of a team, respect for others and equipment is important here.

- **MOVEMENT AROUND THE SCHOOL**

At all times children should walk whether in classrooms or along corridors. Everyone should walk on the left-hand side of corridors to avoid the danger of bumping into others coming towards them. This is for their own safety as well as others'.

BEFORE SCHOOL

The children will stay in the playgrounds until the duty teacher sends them in at 8:45 a.m. They will then begin to enter school. The bell will sound at 8.50 a.m. and the teacher on duty will then blow the whistle and see all the remaining children into school before locking the corridor doors. If it is raining the children will go straight to their classes on arrival at school. There will be a teacher on duty in each playground from 8:40 a.m. If it is raining the children will be allowed into school from 8.40 a.m. The school is not responsible for any children or parents arriving at the school before this time and parents are informed of this in newsletters.

AFTER SCHOOL

The children in KS1 are supervised by their classteacher as they wait in the playground for parents to collect them. Children in FS are collected from the classrooms. The children in KS2 leave classes in an orderly manner and are collected by their parents or make their own way home.

SCHOOL COUNCIL and PEER MEDIATION.

The school has introduced peer mediators from Year 6 to work in playgrounds to help mediate in children's disputes or squabbles. This pupil responsibility is being extended into the formation of a School Council drawn from all year groups. This will lead to the ability of the school to have access to 'the pupils' voice' and to involve them in the school's decision making process.

LUNCHTIMES

The midday supervisors are aware of this behaviour policy and have agreed to implement the rules where they apply to them and their time with the children. In the playground and the dining hall they try to be positive with the children and take notice of good behaviour, kind acts, etc. The rewards they are able to give children are:

praise, encouragement and stickers or a positive comment to their class teacher at the end of lunchtime on their good behaviour.

In the event of problems arising it has been agreed with them that they:

Keep the child until last.

Can refer to the duty teacher.

Isolate the child in the playground for a short period of time.

Refer playground matters to the headteacher or his deputy.

The staff as a whole - teaching, midday supervisors and welfare assistants are very conscious of the need for effective communication, co-operation and consistency. Class teachers collect their children promptly at 1 p.m. from the playground and are informed by Midday staff of any positive or negative behaviours that need to be noted.

This policy will be reviewed fully in 2014 but kept under review should circumstances make this necessary. Written and reviewed through staff consultation and discussion by Andrew Holt.

February 2011.

Anti –Bullying Policy

Definition “Bullying is the dominance of one pupil by another or a group of others which is systematically repeated”.

AIM

To promote a caring school with shared acceptance by the pupils and adults of the school’s values where there is trust and good relationships (see also Behaviour, PSHE and RE policies).

OBJECTIVES

- To actively support the development of individual children’s self esteem and a Cooperative environment through P S H E. and the whole curriculum
- All staff to use circle time, when appropriate, so that children can raise and discuss personal things and whose views are valued.
- To listen objectively to any child who believes themselves bullied (N.B. danger of dismissing incidents with ‘don’t tell tales’). See notes on strategies
- To assist all staff to take appropriate action, including advise, support or training time for non-teaching staff. See strategies.
- To publicise the school’s approach to positive behaviour and bullying to parents and visitors.
- To give curriculum time for sessions on positive behaviour, self-esteem and bullying all through the school in line with the school’s PHSE and Citizenship policy.

CHARACTERISTICS OF BULLYING BEHAVIOUR

Premeditated	Secretive
Malicious gossip	Sarcasm / ridicule
Humiliation / teasing	Excluding children, social ostracism
Mental cruelty	Physical abuse
Name calling	Threats and extortion
Power based	Silent majority often aware but feels helpless
Racism, sexism, homophobia	Victims feel they shouldn’t tell

Characteristics range from degrading comments and body language to physical abuse. Bullying’s presence in schools and society in general makes it essential that schools take it seriously and work tirelessly to eradicate it. In this school we feel confident that any bullying is kept to a minimum by our determination to value fairness and equality of treatment for all who come here as their right. This policy for dealing with bullying in school must be seen as an integral part of our Behaviour Policy.

STRATEGIES

Dealing with Incidents

- Remain calm and objective, listen carefully
- Take the incident seriously
- Make records and place copy in Behaviour Policy Record Book (held in Headteacher's Office)
- Take action promptly (public or private) (see below)
- Establish a follow-up procedure
- Inform colleagues and Headteacher
- Gangs - approach a gang as a group of individuals and tackle each member on their own, or the group can become more cohesive.

The Role of the Headteacher

- To keep a record of incidents
- Inform and involve all parents concerned where and when appropriate gather any additional relevant information
- To support the victims
- To listen to the parents perception of the problem
- To investigate and deal with the incident
- To inform the parents of the outcome
- To inform the Governors and LEA where appropriate

Supporting the Victim

- Offer reassurance but don't be overprotective, which might prevent the victim helping him/herself
- Offer help, advice and support
- Encourage the child to always report incidents
- Encourage the child to draw, write or discuss his/her feelings
- Involve the child in identifying any behaviour etc, which might contribute to bullying
- Discuss ways in which the child can develop skills e.g. practice walking confidently, not to respond, teach them to tease and be teased

Supporting the Bully

- Listen to their account of the incident
- Criticise the behaviour, not the person
- Make your disapproval plain
- Encourage the bully to see the victim's point of view
- Encourage the bully to identify the behaviour that needs changing
- Establish appropriate sanctions, explaining clearly what and why, for example time out, sitting alone at meals, apologising to the victim (written and verbal), losing privileges, performing additional but meaningful tasks

See also Behaviour Policy and Esafety policies. **This policy will be reviewed fully in 2014** but kept under review should circumstances make this necessary. Written and reviewed through staff consultation and discussion by Andrew Holt.

February 2011.