

# Behaviour Policy

## Upton St. James C of E Primary School



Reviewed by Governors on 14/09/2018

Date of next review Autumn 2019

## **BEHAVIOUR POLICY STATEMENT**

The United Nations Convention on the Rights of the Child (UNCRC) contains 54 articles and was ratified by the UK in 1991. Our school has identified the following articles from the UNCRC as being of particular relevance in formulating this behaviour policy:

**Article 3:** The best interests of the child must be a top priority in all actions concerning children

**Article 12:** Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously

**Article 14:** Every child has the right to think and believe what they want and also to practise their religion as long as they are not stopping other people from enjoying their rights

**Article 28:** Every child has the right to an education, which should be free. Discipline in schools must respect children's human dignity

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

**Article 30:** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live

**Article 31:** Every child has the right to relax, play and join in a wide range of cultural and artistic activities

### **Rights Respecting School**

The UNCRC and class charters provide a solid foundation for the expectations of behaviour in the school. It is important to note that all members of the community have these rights at all times regardless of how they are behaving. Positive behaviours **uphold** the rights of others whilst negative behaviours **deny** others their rights. It is through learning to appreciate the value of having rights that children can be encouraged to respect them.

### **Rationale**

Good behaviour and discipline are essential to successful teaching and learning. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times.

### **Purpose:**

- To provide a safe and secure environment for everyone in order that the children can learn effectively.
- To enhance learning through good behaviour and to know that behaviour affects other people.
- To ensure that children understand that bullying will not be tolerated in school.
- To combat racism and other forms of discrimination.
- To ensure that behaviour issues are dealt with consistently through the school.
- To encourage positive behaviour.
- To ensure a fair and equitable learning community where the rights of all members are recognised and upheld in order to secure effective learning outcomes, individual well-being and positive relationships.

### **Staff responsibilities**

The staff responsibilities are to:

- Provide an educational understanding of the UNCRC and the Rights Respecting Schools programme.
- Use and apply their knowledge of SEAL, Thrive and Growth Mindset approaches with the children.

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and has individual needs.
- Create a safe, pleasant environment both physically and emotionally.
- Make clear their expectations of good behaviour and of what behaviour is not allowed.
- Inform the relevant class teacher of any behavioural incidents you have dealt with.
- Ensure rewards and consequences are sustained, consistent and followed through.
- Model the behaviour expected of the children.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Develop a **Classroom Rights Respecting Charter** with the class at the start of every year and consistently refer to this so that children are very clear about how they are expected to behave.
- Encourage children to take care of their own property, their school, and the property of others.
- Encourage children to take responsibility for their own actions and behaviour.
- Encourage Y1-6 children to use the class worry box into which they can put a note explaining what they are worried about. (Y1/2 children use a named peg which they move to the relevant happy/sad picture).
- Ensure the worry boxes/pegs are checked daily and any issues dealt with by the end of the following day.
- Praise good behaviour both privately and publicly as appropriate.
- Work with the children and each other to create a Rights Respecting School.
- Ensure routine at the end of playtime is adhered to as follows:
  - Ring bell
  - Chn remain still and silent - if they begin to move before being told to, send them back
  - When told, chn walk silently to lines (whole school, not class by class)
  - Chn stand in silence in their lines – if the majority of chn are unable to do this, the whole school should be sent back to start the process again. If just a few children, they are sent to stand by the wall and have to practice next break with the teacher on duty
  - Chn follow class teacher's instructions and walk silently back into class

### **Children's Responsibilities.**

The children's responsibilities are to:

- Treat others, including all adults in school, with respect.
- Follow the instructions of all school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.
- Be actively involved in creating and following a class rights respecting charter.
- Work with the staff and each other to create a Rights Respecting School.

### **Strategies to promote positive behaviour**

The Rights Respecting School programme is central to the development of positive behaviour in the school.

The staff all recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self-esteem. Therefore the staff will endeavour to use the following strategies:

- ✓ Acknowledge good behaviour and challenge negative choices.
- ✓ Use the school team points system (see Appendix 1)
- ✓ Make full use of other rewards (see Appendix 1).
- ✓ Give descriptive/specific praise e.g. '*You are sitting really quietly. Well done*'.

- ✓ Use positive praise techniques such as praising the ideal situation in order to encourage the desired behaviour e.g. *'Thank you for walking'* is more effective than *'Don't run'*
- ✓ Ensure that questioning techniques following a behaviour incident are non-accusatory and protect the child's self-esteem e.g. *'What happened before.....?'* is more effective than *'Why did you...?'*
- ✓ Adhere punctually to the timings of the school day, as laid out in the school timetable.
- ✓ Anticipate situations such as crowded cloakrooms or corridors which may result in negative behaviour, and use strategies to avoid this e.g. praising beforehand previous examples of good behaviour in these situations and/or sending classes out in small groups rather than all together.
- ✓ Use Rights Respecting language and refer to the Rights Respecting Class Charter when dealing with behaviour issues e.g. *'When you chat, you are not respecting your own and X's right to learn, which we agreed was part of our class charter.'*
- ✓ Use the language of choice when possible e.g. *'Either you stop chatting and get on with your work or you move to another table. It is your choice.'* (Allow take-up time for them to make their choice).
- ✓ Give a time frame such as the 'When you...then you' phrase so that the child understands what the expectations are e.g. *'When you complete three sentences, then you may go out to play'.*
- ✓ Acknowledge that as a result of SEN or disability some children will need specific support or teaching in order to understand what others of their age may already comprehend.
- ✓ Know how each pupil is progressing with their learning and match teaching content to their needs.
- ✓ Ensure the class worry box/named peg system is embedded in class routines thus enabling children to express their concerns in a considered manner
- ✓ Teach emotional intelligence in accordance with school guidelines
- ✓ Use the Thrive approach and refer to Thrive assessments on individual children, where relevant.
- ✓ Follow the school consequences advice (see Appendix 2)

The expectation is that most children will respond to these strategies and that the class teacher will take responsibility for behaviour within their class.

### **Children who do not respond to the strategies**

Some pupils display behaviours which present a significant challenge for school staff to manage. Where school strategies have been applied consistently and over a period of time and been shown to have a limited effect, support from the Pastoral HLTA/ SENCo/Headteacher will be sought. Support for these children may include the following:

- Setting up of an Individual Education Plan
- Support to address specific areas of learning such as anger management or self esteem
- Participation in Lunchtime Club
- Thrive assessment and specified support in the classroom
- One to one Thrive sessions with HLTA
- Referral to the LA Inclusion, Emotional Health and Disability team.
- Implementation of behaviour book or behaviour target card (See Appendix 2)

### **Unacceptable Behaviour**

This is defined as any behaviour that damages property, or endangers pupils or staff emotionally or physically. Although it is not possible to produce a finite list of unacceptable behaviours, the following gives a guide:

- Absconding
- Fighting
- All incidents of religious, racist or homophobic or sexual abuse
- Sustained disrespect towards a member of staff or child
- Physical assault against an adult or child.
- Bullying
- Verbal abuse/threatening behaviour against an adult or child
- Sexual misconduct

- Drug and alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour

### Responses to Unacceptable Behaviour

In a situation where unacceptable behaviour results in a pupil or member of staff being in significant and imminent danger of being physically hurt:

- Ensure the safety of other children – this may mean removing the child or the remainder of the class from the room;
- Send for additional adult support if needed –LSA or teacher, then Pastoral HLTA then Headteacher
- Adults should work in pairs to support a child in crisis. Positive handling training techniques, as outlined in the school's safe hold policy, should be employed starting with de-escalation strategies
- Absconding
  - If the child is close enough, give the instruction to stop; use calm voice; non-threatening body language; reassure
  - If the child is running – **DO NOT CHASE** – do ensure that you remain aware of the child's location
  - Get adult support as quickly as possible;
  - If the child leaves the premises the Headteacher will make the decision to notify parents and the police. If the Headteacher is off the premises, the teacher in charge will take this responsibility

In extreme examples of unacceptable behaviour, and also when there is no other option which can be used to ensure pupils and staff remain safe, exclusion may result.

Exclusions may only be applied by the Headteacher and will be used in line with DfE guidance.

Exclusions may take the form of a lunchtime period or a fixed period. There is separate advice on dealing with the exclusion of a child.

### Appendix 1: Rewards

The school team points system is used as follows:

- Children are assigned a school team (either Dart, Exe, Plym or Teign) within the first 5-10 days of starting school. They usually remain in this team for the rest of their time here.
- Team points to a maximum of two can be awarded to children for good behaviour, growth mindset approach, good work, good manners etc., with a focus on children who have made progress. A record of team points is kept in the classroom.
- Whole school team points are totalled each week and team places 1<sup>st</sup>-4<sup>th</sup> are given out at Celebration Assembly. This order is used in every class for the next week when sending children out to play/going home/changing for PE etc.
- Team points are totalled each half term and displayed on the school website. The winning team for the half term are allowed to come into school in non-uniform on the first Tuesday of the second week back after half term. The winning team for the year receives a shield displayed in the school entrance area.
- Team captains are chosen (by Y5/6 class teacher) before sports day – vice captains from Y5 and captains from Y6. The following year, vice captains become captains and new vice captains are chosen. Sports day team totals are treated separately from points awarded in school, and a separate cup is awarded to the winning team.

The lists below are intended as suggestions for further rewards. Teachers will use strategies from the list appropriate to the age and make-up of the class.

#### Rewards should outweigh negative consequences by at least 5:1.

- ✓ Public or private thanks/acknowledgement in the classroom and at assemblies;
- ✓ Non-verbal thanks/acknowledgement e.g. *thumbs up/ catch eye and smile*;

- ✓ Name in the Golden Book for making progress in SEAL focus of the week (which will be as a result of respecting rights and having a growth mindset). Class teachers must inform the office before Celebration Assembly which child (ren) will be in the book. The office will inform the parent before the end of the day via the following text message: '*XXX is in the Golden Book this week. Please ask your child's teacher if you would like further information*' ;
- ✓ Team points and stickers for good behaviour and good work/effort;
- ✓ Rights Respecting Superstar certificate (awarded in Celebration Assembly);
- ✓ Inform parents about their child's good behaviour and work – either verbally or using the school growth mindset certificates, stored in the office stationery cupboard;
- ✓ Behaviour target card or behaviour book sent home for reward from parents;
- ✓ Whole Class targets leading to Golden Time or an additional 5 minutes of play/ICT time;
- ✓ Golden time: children choose an agreed activity lasting up to 30 minutes. **Total Golden Time in the class per half term can be up to one hour only;**
- ✓ Prize box: children pick a small prize from the box to reward good behaviour/work/effort;
- ✓ Visiting the Head Teacher for acknowledgement of examples of good work/effort
- ✓ Headteacher certificate for outstanding examples of good work/effort/behaviour;.

## Appendix 2: Strategies to Manage Behaviour

The purpose of a consequence is to:

- ✓ Help children learn that consequences follow actions;
- ✓ Deter the children from misbehaving again;
- ✓ Deter other children from misbehaving;
- ✓ Show that a society and therefore our school has rules which are based on rights and respect
- ✓ Help children to see they need to make amends to other people for their actions

Staff must ensure that children are aware that consequences are the result of an action, and can be positive, negative or neutral. Consequences should be applied fairly and should be appropriate for the behaviour, in terms of severity, duration and the behaviour in question.

Should behaviour be seen to need addressing, the child is warned on the first 2 incidents of poor behaviour that a consequence will be applied, and thus given the opportunity to redress the balance. If a 3<sup>rd</sup> incident of poor behaviour occurs, the consequence is applied. If a child loses learning time as a result of behavioural issues, this time must be made up in the child's own time i.e. break or lunchtime.

Should children be unable or unwilling to behave then staff should use agreed consequences:

- Asked to change activities
- Separated from those with whom they are behaving inappropriately
- Finish their work in their own time
- Loss of golden time (5 minute blocks of time)
- Forego privileges
- Miss a playtime or part of a playtime (NB: Children in this situation have not lost the right to play. Their right to learn is being prioritised, or their right to play is being limited, depending on the reason they are missing their playtime.
- Sit on the 'calm spot'. This is a burgundy coloured bean bag in the classroom, only to be used for calming down. The child can remain there for up to 5 minutes (timed using a sand timer). At playtime, the equivalent of the calm spot is to stand by the wall (timed by adult on duty). In the dining hall, the equivalent of the calm spot is to sit on the benches by the door (timed by the adult on duty).
- Work in another classroom or stand outside the classroom door for up to 5 minutes, the duration of which must be made clear to the child, and timed.
- Implement a home school book which reports on incidents (positive as well as negative) which have happened during the day, and share regularly with parents.
- Write a letter of apology/lines at home that evening

## **Thinking Forms**

If, despite applying the above consequences as appropriate, a child continues to behave in a non-rights respecting way, or if the child's behaviour is extreme (defined as incendiary language or anything which does not respect the right to be safe), the child must be asked to leave the classroom or go inside at playtime to sit on the bench outside the office without talking. If this is not possible, the rest of the class need to relocate.

Following the incident, when the child is calm (which may be the next day), the incident must be discussed with the child, using the prompts in the CPOMS thinking form checklist as a basis for discussion. The purpose of the discussion is to help the child reflect on their actions and identify strategies to help them react in a more positive way in the future. Following the discussion, a 'thinking form' incident **must** be added to CPOMS by the adult involved. A thinking form would not be completed when only one consequence has been set, **unless** the behaviour is extreme. A thinking form is NOT a consequence.

It is the responsibility of the class teacher to decide how and when to inform the parent/carer of the behaviour and the ~~resulting~~ consequence, either in person or via the office, using the following text message: 'XXX has behaved unacceptably. If you would like further information about this, please contact your child's class teacher.'

CPOMS checklist for thinking forms is kept in each classroom, staffroom, PPA room, office and IT suite accessible by all staff