
QUEEN'S CRESCENT SCHOOL BEHAVIOUR POLICY

Aims of the policy

The purpose of this policy is to give a clear code of conduct for the use of all at Queen's Crescent; adults and children. It reflects values and principles that we feel are important for the school. Our school aims are for the children to:-

- Develop lively, enquiring minds that find pleasure in learning in order to achieve and enjoy.
- Become resourceful, resilient and reflective learners.
- Develop creativity and an appreciation and understanding of the world around them.
- Become confident, articulate, independent decision makers and problem solvers who have the skills to achieve economic well being and make a positive contribution.
- Develop a sense of self worth and an understanding of their rights and responsibilities as global citizens.
- Make appropriate moral and healthy choices which enable them to stay safe.

This policy will be seen as a framework that will be responsive to change and regularly reviewed and updated.

At Queen's Crescent we work alongside parents to encourage children to reach their potential. We recognise that good behaviour is a requisite if we expect children to grow personally, socially and academically. We believe that good behaviour needs to be carefully developed. We are aiming for a school that:

- provides a safe, secure and happy environment.
- believes every person in the school community needs to take responsibility for their own actions
- supports through help and encouragement
- accepts that mistakes are part of the learning process
- respects differences
- values each person's opinion
- has a positive atmosphere or 'ethos'.

We recognise the importance of a positive approach to the behaviour of children in school. The Elton Report quoted: "...the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced contribution of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction." (Discipline in schools).

Developing good relationships

Our ability to behave and learn well is affected by how we feel about ourselves - our self-esteem. Our feelings of worth or self-esteem develop from relationships with each other. Children will model themselves on adults in the school, therefore it is vital that we are aware of the need to build up the quality of relationships; adult to adult; and adult to child, to set the best possible example to children. In all relationships adults need to:-

- smile, show warmth.
- know the name of the person we are communicating with - and use it.
- listen carefully.
- give positive attention.
- show basic courtesies.
- ask questions gently.
- make sure we do not interrupt.
- ensure that we do not 'put down' the other person.
- be spontaneous and honest.
- share feelings.
- respond naturally.
- take action where necessary.
- be seen to be fair.

Self-esteem is not so much what a child thinks but more about what they feel inside and these feelings can produce failure or success.

A child's feeling of worth develops from relationships with other people....

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with tolerance, they learn to be patient.

If children live with encouragement, they learn to be confident.

If children live with praise, they learn justice.

If children live with security, they have faith.

If children live with approval, they learn to like themselves.

If children live with acceptance and friendship, they learn to find love in the world.

Circle Time and PSHE

Each class holds a regular circle time. This is planned for in teachers' termly plans and further developed in the PSHE especially in S.E.A.L. (Social, emotional aspects of learning). In circle time the whole class, including the teacher, sit, and take part in activities. This time encourages everyone to feel a more valued and committed member of the class. Co-operative activities involving speaking and listening activities and drama strategies ensure that every child experiences success. Teachers and teaching assistants join in all activities emphasising that they are partners in the process of developing responsibility for their own behaviour and not

just there to exercise control.

Circle times also allow children to express their concerns and worries and devise solutions with the rest of the group.

The circle arrangement in itself is an effective class management tool. PSHE and S.E.A.L activities provide further learning experiences to help the children grow and develop as good listeners, good partners and team players and be able to make good choices about their behaviour.

Golden Rules

The following school rules have been drawn up with consultation between children, teaching and support staff. The children need to be regularly reminded of these and to have them displayed around school.

- Do be honest: don't cover up the truth.
- Do be gentle: don't hurt anyone.
- Do be kind and polite: don't hurt anyone's feelings.
- Do listen: don't interrupt.
- Do your best, take pride in your work; don't waste yours or others time.
- Do look after property: don't waste or damage anything.

A simplified version of these rules may be devised for classroom use and displayed where appropriate. Further versions of these rules have been developed for lunchtime and playtime.

These Golden Rules need to be enforced by the whole school community. A consistent approach adopted by all members of staff is essential. The school will be reminded of the Golden Rules in an assembly as appropriate and at least every term. These sessions will be supplemented by regular discussions in circle time.

Encouraging good behaviour

We must be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos of the school as a whole is central to establishing and maintaining high standards of behaviour. The HMI report 'Good behaviour and discipline in school' emphasises the part played in this by the example set by teachers and other adults.

.....Where teachers are seen by pupils to work hard, to put themselves out in the interest of pupils, to have high standards, to co-operate successfully and to treat each other courteously, the same attitudes flourish readily among pupils themselves...where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.

Therefore it is essential that we each fulfill our responsibilities whether as a member of staff or helper - with regard to:

- good listener

- punctuality
- completing tasks to the best of our ability
- taking responsibility for our building and its equipment
- co-operating with others
- ensuring that all agreed procedures are consistently followed.
- be honest, caring and supportive

To encourage good behaviour we use praise and a system of rewards and incentives.

Praise

We need to back up our golden rules with the strategy

Rules - Praise - Ignore

The essence of this is the teaching of appropriate behaviour through positive monitoring and feedback. That is:

1. A clear set of rules is negotiated with the class based on the Golden Rules.
2. There is a high rate of praise given by the teacher. (Praise statements should outnumber corrections by at least 4:1)
3. Praise must be used to encourage both academic and social behaviour and to reinforce rule following.
4. Praise must be accompanied by eye contact.
5. Ignore minor infringements of rules where possible, but praise a nearby child who is behaving appropriately.
6. Use rule related reprimands.
7. Use brief, simple correction procedures.

Rewards and Incentives

Positive incentives should be offered to award good work and good behaviour. These may include:

- marking children's work
- comments or smiley faces on children's work
- public praise in front of peers
- assemblies for good work and good behaviour (Teachers keeping records of who and when.)
- stickers from teachers, T.A.'s and M.D.S.A.'s
- special stickers from headteacher
- sharing achievements with other members of staff and parents
- giving special responsibilities e.g. Monitors, Buddies.
- Golden Time/ Enrichment time
- Certificates given in class
- Beads/ class rewards
- Being entered into the Golden book of behaviour.
- Caterpillars/dinosaurs/certificates
- Special person
- Team points

- Postcards home
- Phone calls home

Golden Time/Enrichment activities

Key stage 1 have a special Golden Time and Key stage 2 have Enrichment activities for an hour on a Friday afternoon.

In Golden time in KS1 each member of the class will have negotiated and chosen from a range of activities which children enjoy doing (see examples below). Teachers ensure that the activities chosen give golden time high status so the children do not want to miss any time.

Computer inc. games	Painting/Drawing
Construction Kits	Collage
Large apparatus/ outdoor games	Jigsaws
Sewing	Craft activities

If a child breaks a Rule they have one warning, a second warning may be issued before 5 minutes of Golden Time are lost. The warning system would work on a daily basis. A class record of time lost needs to be available in each class

In KS2 children sign up for Enrichment activities for the term that they would like to do. These activities include opportunities such as:

Cooking	Multi-sports
Geocaching	Films
ICT	Art
Adventure games	

All children are entitled to their full hour of Enrichment time, unless they persistently break the golden rules. In such cases joining in with Enrichment is taken away in 10 minute blocks.

Misdemeanors

On occasions there will be problems of behaviour, these may occur for a number of reasons. We should always try to understand why this misbehaviour has happened so that we can deal with it effectively. It might be because a child does not know what is fully expected of them. To reduce the chance of this, teachers should state their expectations of a child at the beginning of an activity. By setting group or individual targets, the child knows what is expected of them from a particular activity and what they should do if they are to succeed. When dealing with problems it is always important to label the behaviour and not the child (eg. say "That is not the right sort of behaviour" or "I know that you know how to behave", rather than "You are a naughty boy/girl"). It is always useful to suggest how a child should be behaving so that unacceptable behaviour can be replaced by acceptable behaviour. By using the language of choice children can see that they can turn around their behaviour because they can alter outcome by more appropriate choices.

It is important that we have a consistent policy for dealing with misdemeanors; each team will agree their structure so it is age appropriate. Some children have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time. In some cases a non-verbal signal (eg. a look or a frown) may be sufficient, or a verbal rebuke. If it seems that there is a problem then

the adult dealing with it should ask the child what they are doing, establish if it is against the rules and, if it is, then try to work out with the child how the problem is to be resolved; for instance, it may be possible for the 'wrong doer' to apologise to the injured party. This may be sufficient in itself; it may however be necessary to invoke some sort of sanction. Parents will be asked to become involved and support the change of behaviour if the problem persists.

Children can be placed on a report card for a period of time to act as a support to enable them to overcome their difficulties. They will be given targets to achieve, parents and child will be involved in the drawing up of the report card. They child may be asked to report on a session basis to a SLT member or at the end of the day. Reward will be given to the child such as a sticker or additional golden time if they can maintain the improvements usually over a weekly period. Parents may also agree a reward at home.

Unacceptable Behaviour

There is no place for violence, bullying, harassment, vandalism, rudeness to adults, or bad language in school and these must always be discouraged. This includes cyber bullying, homophobic bullying and prejudice based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender and disability. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type.

Bullying is considered to be deliberately hurtful behaviour against a child or an adult repeated often over a period of time. It is usually difficult for those being bullied to defend themselves. Initial incidents will be investigated and acted upon in line with our school Anti-Bullying Policy. (see policy)

Sanctions

Where rules are broken there must be a system of appropriate sanctions: where possible, sanctions should be seen to match the offence in order to be most effective. The most powerful sanction is the disapproval of those whose views the wrong doer respects, so we should strive to create a climate of opinion in which that sanction will have the greatest effect.

Minor infringements will be dealt with by the adult responsible for the child at that time; sanctions to be used (in increasing order of seriousness) are:

- a non verbal rebuke
- praising a child close to them
- catch them being good
- withholding praise, if it is not deserved
- verbal rebuke / visual warning card
- repetition of task if not done satisfactorily maybe at playtime if appropriate and supervised
- calming down time within the classroom maximum 10 minutes
- loss of Golden Time/ Enrichment time
- loss of playtime
- calming down time within unit – maximum of 10 minutes
- home/school contract

- discussion between parents and headteacher
- individual behaviour modification programme
- internal exclusion
- temporary fixed term exclusion
- permanent exclusion.

If a child behaves aggressively at playtime the following sanctions should be followed

- child is told they should not be doing this because ...(stating reason)
- Time out for 2 minutes against the wall or if on the field by the benches on the playground.
- Time out for the rest of the playtime, teacher informed.

If any problem of behaviour either outside or inside the classroom is occurring regularly then parents should be informed at an earlier stage.

An individual behaviour modification programme could be drawn up at an earlier stage if appropriate.

Over a period of time it maybe recognised that a child may not successfully work within our school behaviour policy. If this is deemed to be the case, an individual policy will be drawn up in consultation with the SENCO and class teacher.

If the problem persists it may be necessary to inform outside agencies such as the educational psychologist. Recommended strategies will be put in place and readjusted as necessary. If the problem persists it may be necessary to internally exclude the child, meaning that they will be sent to work in a quiet area in the school monitored by an adult. This will occur if the child's behavior is affecting the learning or safety of other children in the school as well as him/herself. The last resort is exclusion from school either on a fixed term or permanent basis following Wiltshire's policy on exclusion. Parents would be informed of the procedures involved in the exclusion. Other than in a major and unexpected incident that resulted in fixed term or permanent exclusion, parents would be made fully aware that exclusion was a likely action if the behaviour of their child did not improve. The school follows the government guidance on exclusions ensuring that parents and governors where required, are fully informed of the problems and solutions the school is putting in place.

It is important for adults to be careful not to damage relationships and children's self esteem by the use of sanctions.

We must be aware of ways of defusing potentially 'high risk' situations, by removing individual children from a likely problem area (eg playground) for a short time. The child needs to see that this is not a punishment but is in order to stop a problem occurring.

Working with parents

It is the stated policy of Queen's Crescent School to keep all parents well informed about day to day school life. We do this by displaying policies on the school website, publishing regular newsletters, updating the school brochure, holding parents'

evenings and formal and informal discussions. We will always strive to take the initiative if groups or individual parents need to be informed of our actions. If we are working with a child with specific behaviour problems we will endeavour to come up with strategies for correcting this behaviour which can be applied both in school and at home. Advice from a Behaviour Support Team may be sought. Parents and teachers are expected to meet regularly to review progress.

Playtimes

Playtimes, both mid-morning and at dinner time, can be problematic for some children, as they are in school but outside the normal classroom environment. We expect the same rules will apply at playtime as during the rest of the day and that children will respond to the supervision of MDSA's (Midday Supervisory Assistants). MDSA's should be treated with the same respect as other adults in the school, and have access to the same system of rewards and sanctions.

Children may bring small playthings from home which will fit into their drawer, to use at playtimes however it must be stressed that they are their responsibility.

Children are provided with play equipment for example, Huff and Puff. This equipment can be used on the play area. Assigned children are in charge of the equipment with support from a TA/MDSA. Children should be expected to treat the equipment with respect.

If a child has displayed good behaviour during a playtime this should be celebrated by mentioning it to both other children and members of staff. MDSAs/TAs issue the children with certificates or stickers.

Potential Problems

Problems with behaviour are more likely to occur at certain times of the day, usually when the children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Therefore it is important that staff -

- Need to be in classrooms ready to receive children at 8:45 a.m.
- Remain with children kept or left in at playtime.
- Supervise their class during wet morning break with partner.
- Be ready to receive children at the end of break.
- Provide a list of activities children can do during wet playtimes.

Use of reasonable restraint under Circular 10/98

At Queen's Crescent School the aim is always to work with children and parents in a positive and constructive way. The school, however recognises the requirements of Circular 10/98 Section 550A, to inform parents about action that might be taken if a child were involved in a serious incident, for example:-

- attack and hurt another child or member of staff.
- run out of school
- put themselves in such a position as to cause themselves harm.
- damaging property

If situations such as these arose, trained staff would intervene and use reasonable restraint as they have been instructed to do through 'Team Teach' positive handling training. We would never hurt or smack a child as a means of punishment, restraint would only be used as a last resort to prevent a serious incident happening. Parents would be informed of the situation and with parents' co-operation we would work to develop a behaviour plan which would help the child develop appropriate behaviour patterns.

Induction and training

As new staff join Queen's Crescent School time will be set aside as part of their induction programme to study and discuss this document with their mentor and other staff members. Training on the implementation of this policy will be given at regular meetings of staff. Teachers, TAs, MDSAs and parent helpers receive regular behaviour training from outside agencies.

Monitoring

This policy will be regularly monitored and reviewed through discussion at staff meeting and with TA's and MDSA's.

Consistency of policies

This policy should be read alongside the following other school policies:

- Online Safety
- Child Protection
- Anti-bullying
- Single Equalities
- SEN
- PSHE

ReviewedSeptember 2018

The Local Governing Body agreed to adopt this policy at the meeting held on 24th September 2018.

Signed
Mrs. J Hawkins, Headteacher

Signed
Mrs. R Dimech, Chair of Governors

Date

Date