

SCHOOL 2

A SCHOOL BEHAVIOUR POLICY

Positive Behaviour Policy

We are aware that we share responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

Parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching about ways of behaving. At school we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly. The School Code of Conduct (see below) is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

A description of responsibilities for all the members of the school community.

Staff and Governors	Pupils	Parents
To lead by example	To support and care for each other	To be aware of the school's value and expectations
To be consistent in dealing with children	To respect each others property and work	To support the values and expectations of the school
To encourage the aims and values of the school among the children	To listen to others and respect their opinions	To ensure that children arrive on time each day and are collected at the correct time
To have high expectations of the children	To take responsibility for their own actions and behaviour	To keep children at home when they are ill
To meet the educational, social and behavioural needs of the children	To do as instructed by all members of staff (teaching and non-teaching)	To provide the school with a written explanation of the reasons for any absence
To provide and appropriate curriculum	To observe the Code of Conduct at all times	To provide the school with an emergency contact number

School Code of Conduct

At this school we will:

- Care for each other, respecting the feelings, bodies and property of others
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do
- Tidy up our mess and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that the school is a happy place.

The ways in which this school encourages good behaviour.

Low level behaviour management strategies	Positive strategies that are used
The look! Proximity Refocusing/diversions Simple directions Rule reminders Avoidance of the word 'No' Non verbal signs Giving a choice Giving a warning of a consequence In-class 'time out' Out of class 'time out'	Non verbal approval Verbal approval/acknowledgement Smiley face/stars Certificates given in weekly assembly Send to colleagues for praise Send to Headteacher for praise Sharing of success with parents

The ways in which this school encourages respect for others:

1. Circle work – developing “language of feelings”
2. Role play-listening skills
3. Sharing skills – “news”
4. Conflict resolution skills

Unacceptable behaviour at this school

We divide unacceptable behaviour into three broad bands:

- a) **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.
- b) **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Notification of other staff. Informal involvement of Headteacher.

- c) **Level Three:** very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement in the Headteacher and parents. Additionally, the EWO (Educational Welfare Officer) and/or other outside agencies may also become involved.

Unacceptable behaviour described

Level One	Level Two	Level Three
Not on task	Persistence of Level One	Persistence of Level Two
Disrupting another child, chatting in class	Incomplete tasks (deliberate)	Major disruption of class activity
Distraction, interruption	Refusal to work	Vandalism of school building, property
Answering back	Defiance	Stealing/intent to steal (persistent)
Not taking instruction	Deliberate destruction of another child's piece of work	Repeated incidents of bullying
Telling lies/getting others into trouble	Minor vandalism	Persistent bad language and verbal abuse/racial abuse
Verbal abuse, minor bad language	Stealing/intent to steal	Violent hitting, kicking, fighting
Unsafe movement around the classroom/school	Direct verbal abuse/racial abuse	Aggressive violent behaviour, causing deliberate injury
Unsafe behaviour	Threatening behaviour	Abuse/threatening behaviour towards staff/parents
Careless damage	Isolated acts of violence – kicking, hitting, thumping etc	Dangerous refusal to obey instruction
Destruction of property (first time)	Bullying, persistent name calling	Leaving school premises without consent
Playtime incident (first occurrence)		

Sanctions/strategies

Level One	Level Two	Level Three
The look!	“Time out” in the classroom	Headteacher informed immediately
Repositioning of children	Stay in at breaktime (in a supervised area)	Formal chat with Headteacher (child)
Peer reminders (used sensitively)	Taking work to finish at home	“Time out” with Headteacher supervision
Reminder of Code of Conduct	Sharing of information with other staff	Parents invited into school for formal discussion with Headteacher
Private discussion with child	Loss of privileges/choice of activity	Action plan agreed involving school and parents
	Persistent unacceptable behaviour – parents informed by class teacher, informal meeting, discussion with parents, home/school report book introduced	Behaviour contract, supervised by Headteacher
		Involvement of EWO/other agencies
		Exclusion (see below)

Exclusions

In cases of persistent unacceptable behaviour (Level Three), and where the other sanctions/strategies listed above have been exhausted, the Council Exclusion – Good Practice guidelines will be followed. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

Traffic Light System

During the lunch break, the Midday Assistants operate a traffic light system of cautions of dealing with unacceptable behaviour. A serious incident or persistent misbehaviour is recorded by the Midday staff and then reported to the teaching staff. Three levels of caution are used:

1. **Green:** first level – a warning
2. **Amber:** Second level (for children currently on a green caution) – loss of lunchtime privileges for one day, child remains inside in a supervised area.
3. **Red:** third level (for children currently on a yellow caution) – loss of lunchtime privileges for one week, child remains inside in a supervised area. Parents informed.

When a child receives a caution under this system, good behaviour (with no further cautions) during the following two weeks will result in that caution being cleared – where a child is on a green caution, the caution is cleared; where a child is on a yellow caution, the yellow is reduced to green. Where a child has received a red caution and has been punished accordingly, all three cautions will be cleared at once. At the end of the school year all cautions will be cleared automatically.

The use of a three staged approach enables unacceptable behaviour to be dealt with as and when it occurs, and provides a progressive framework that is easily understood by the children. This approach also provides a valuable incentive for children to modify their behaviour – not only to prevent the need for further cautions to be administered in the future, but also to have previous cautions cleared.

Behavioural Special Needs

In the case of children identified as having “behavioural special needs”, the school, acting in partnership with the parents of the child concerned, will draw up an individual action plan. This plan will be designed to delivered improvements in the child’s behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

IP/SH
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