

Behaviour

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By:	Head Teacher
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The Avenue Primary School

BEHAVIOUR POLICY

AIMS AND VALUES

Our school places great value on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the school community working together in a collaborative way. In turn, the school aims to provide an environment for learning in which everyone feels safe, secure and happy.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the school community and in turn become increasingly responsible and independent members of the wider community outside the school.

The motto that underpins the ethos of our school is:
We learn, We grow, We shine

WHOLE SCHOOL GOLDEN RULES

From ideas suggested by children and staff 'The Golden Rules' were formulated. It embodies the ethos and culture which makes our school a safe and happy environment for everyone. All members of the school community are familiar with the rules and use them as a benchmark to promote positive behaviour.

The Golden Rules

Do be kind and gentle.

Do not hurt people's feelings.

Do be gentle.

Do not hurt anyone.

Do work hard.

Do not waste your own, or other people's time.

Do listen to people.

Do not interrupt.

Do look after property.

Do not damage or waste resources.

Do be honest.

Do not cover up the truth.

Do speak to people in a respectful way.

Do not be rude or disrespectful.

Formal rules are kept to a minimum:

- All children are expected to wear full uniform and sensible black school shoes/plimsolls indoors (see uniform policy).
- Wearing jewellery in the school can place children at risk of injury. Only small stud earrings and watches may be worn and are the full responsibility of the pupil. The school will take no responsibility for any loss or damage to jewellery. Children should be able to remove stud earrings themselves
- Children should not wear make-up or nail varnish. In the event of an accident, make-up or nail varnish can slow down diagnosis and treatment.
- No jewellery should be worn during PE lessons.
- No money, other than for authorised reasons (e.g. lunch money, trip money, charity donations etc), should be brought into the school.
- Mobile phones, brought for safety reasons, should remain switched off throughout the school day. Phones should be handed in at the school office.
- Sweets and chocolate should not be brought into the school.

REWARDS

The children within the school are rewarded for positive behaviour whenever possible.

These may include:

- Staff verbally congratulating/ praising children
- Children being given house point tokens. These are entered into a prize draw during celebration assembly. The more tokens, the greater chance of winning – you have to be in it to win it! Excessive amounts of house points should not be given at one time.
- Children receiving stickers and certificates for good behaviour.
- Marvellous Me.
- Extra rewards.
- Being given positions of responsibility (Head boy/girl/ prefects/buddies etc)
- At the weekly School Celebration Assembly, a child from each class will be nominated for 'Star of the Week' and awarded a badge and certificate. In order to be considered for 'Star', the following criteria must be consistently met during the week.
 - Full school uniform including footwear
 - 100% attendance
 - No lates
 - Not to be on the behaviour chart that week

NOTE: Teachers should involve the children in making a decision about who is most deserving where there are numerous children eligible to win.

- All children in the school enjoy 'Enrichment' on a Friday afternoon, where appropriate. This rewards children who choose to behave well and abide by school rules. A proportion of this time is lost if children are regularly appearing on the 'Class behaviour Chart'.

Class, Key Stage, and Whole School assemblies all feature examples of positive behaviour and rewards.

SANCTIONS

Most children behave in a consistently appropriate manner, but all communities need procedures to deal with situations when this is not the case.

Our School employs a five stage system which is followed consistently by all staff when children choose not to follow the golden rules.

Summary of Indoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1 – Warning - The child will receive a verbal warning.

Stage 2 – Thinking Time - The child will complete three/ five minutes 'Thinking Time' in their own class copying out the Golden Rules.

Stage 3 – Time Out - The child will complete fifteen minutes 'Time Out' in the designated link classroom completing their own work.

Stage 4 – Isolation - The child will spend a full session (morning or afternoon) out of their classroom which will be co-ordinated by a member of the SLT team. Parents will be informed in writing when Stage 4 is reached.

Stage 5 - The child will be sent to the Head Teacher and parents will be informed. The child will spend the remainder of the day and the next full day isolated from their class.

Summary of Outdoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1- Warning

Stage 2 - Thinking Time - five minutes on the wall or with staff on duty.

Stage 3 - Time Out - remainder of the time on the wall/ with member of staff + miss next outdoor session.

Stage 4 - Isolation - remainder of the time on the wall/ with member of staff + miss next two outdoor sessions

Stage 5 - Refer to SLT to consider evidence and decide upon a suitable sanction.

The 'Golden Rules' and sanctions are displayed in all classrooms and in the communal areas around the school. This supports all children in the school knowing the standard of behaviour that is expected and, where there are incidents of inappropriate behaviour, the School Golden Rules and sanctions can be referred to.

1. Detention (only to be used in extreme circumstances)

If a child's behaviour is deemed inappropriate and goes against the school expectation, then detention may be used as a punishment. Detention may be used when children refuse to complete work, do not complete a satisfactory amount or do not complete it to a satisfactory standard.

Where detention is to be used, parents will usually be telephoned or given 24 hours' notice (either verbally or in writing), though the school has no obligation to provide this.

Parents may wish to discuss the implementation but cannot over-rule the decision made by the school.

2. Confiscation

Staff have the right to confiscate any inappropriate items which children bring to the school. The behaviour policy clearly states what children are allowed in the school (see above). Any items outside this may be confiscated. Any confiscated items will be returned to parents if this is appropriate.

3. Searching Pupils

The Head Teacher and Assistant Head Teachers can authorise the search of pupils and their possessions, without consent, if there are reasonable grounds to do so.

4. Hand Signals

For some children the usual verbal reminders of stages do not work. 'Hand signals' (illustrated on the behaviour poster) allow staff to give Non-Verbal Warnings/ Thinking Times/ Time Outs/ Isolations to children without interrupting a lesson. This visual system is more appropriate for some pupils whose auditory processing is poor.

5. Behaviour Modification Charts

We use a variety of behaviour modification charts which are appropriate for different aged children ranging from smiley faces to individually designed charts reflecting the child's interests (e.g. football). These are used to target a particular behaviour. The day is broken down into manageable periods of time, again according to need. These charts vary according to need and are negotiated individually.

6. Exclusion

Exclusions are rarely used and only as an absolute last resort in extreme circumstances. Exclusions can only be initiated by the Head Teacher. The LA's Code will be followed in these circumstances (Academy Trust policy upon conversion). The Governing Body will be advised of the exclusion and parents will be fully informed of the reasons for exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered. The class teacher ensures that enough work is set for the length of the exclusion.

7. Losing Enrichment

Children will lose entitlement to 'Enrichment' if they regularly appear on the Indoor or Outdoor Behaviour Chart. Enrichment Time is lost if children end up on a Stage 3 or more on any single day or end up with a cumulative total of 15 or more across the week (indoor and outdoor combined). Half of 'Enrichment' is lost if children reach Stage 3 or more s or if they receive a total of 8 - 14 or more across the week or are involved in a particularly severe incident. This is decided in discussion with teaching staff and senior leaders. All children who miss 'Enrichment' are supervised and spoken to by a senior leader during their session away from their peers. During this time, the teacher will talk to children about how they could have avoided this sanction.

We know that 'Enrichment' is highly regarded by the children, and they try really hard not to lose this special time.

Certain behaviours will result in immediate sanctions.

Immediate Stage 3 - children can be moved to a Stage 3 where the child has done something that they clearly know that they shouldn't have e.g.

- Swearing so as to cause offence
- Hitting/ fighting
- Defiance

Immediate Stage 5 - children can be moved to a stage 5 where there is a risk of harm or significant injury/ offense to others e.g.

- Aggressive use of swearing against another child or adult

- Refusing Isolation (Stage 4)
- Significant verbal threats to adults/children
- Unprovoked violent attack against other children or adult

FORCE TO CONTROL OR RESTRAIN

Trained members of staff can use reasonable force to restrain pupils if

- There is danger of them hurting themselves or others
- They are committing a criminal offence
- They are causing damage to property
- They are refusing to comply with the school rules.

Where restraint has to be used to manage children, all incidents are recorded in detail. These actions, when taken, are in line with government guidelines on the restraint of children.

All staff members may undertake pupil searches.

Teachers can instruct pupils to empty their pockets and belongings.

Where there is potential danger or risk to the personal safety of teachers or pupils the police will be called.

All staff members are aware of the regulations regarding the use of force by teachers. Staff have completed the Positive Handling Programme on the correct handling of children. This training is endorsed by Middlesbrough Local Authority.

ROLES AND RESPONSIBILITIES

The Class Teacher

It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times. They should ensure that the school rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.

Where behaviour in class is unacceptable, the teacher is responsible for keeping accurate records on the Indoor and Outdoor Class Behaviour Charts (see Appendix 3).

The class teacher will liaise with the Head Teacher, Assistant Head Teacher and external agencies as necessary, to support and guide the progress of the pupils' behaviour.

It is the responsibility of the SLT, in conjunction with the Head Teacher, to ensure that the School Behaviour Policy is implemented consistently throughout the school. They are to support staff in implementing the policy and provide specialist support in managing more challenging pupils, where appropriate.

The Head Teacher will report to the Governing Body on behaviour across the school on a termly basis.

It is the responsibility of the Head Teacher to ensure that whole school behaviour records are completed correctly. These include weekly record forms, reports of serious incidents and misbehaviour, details of exclusions and intervention from outside agencies.

The Head Teacher

The Head Teacher's responsibility is to ensure that the school behaviour policy is consistently applied by all staff.

The Head Teacher holds responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour. Where necessary, permanent exclusions may be deemed necessary.

The Role of Parents

The school aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in the school and wider community.

The 'Golden Rules' and behaviour systems have been put together in our 'Good Behaviour Guide' and this is given to parents when children join the school. We expect that parents read the guide with their children and support its implementation.

Where parents have a concern regarding the sanctions used with their child they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Leadership Team. If the problem cannot be resolved a formal complaints procedure can be implemented through correspondence with The Chair of the Governing Body

The Role of the Governing Body

The Governing Body has responsibility to review guidelines set on behaviour and their effectiveness. The Governing Body supports the school leaders and school staff in carrying out the behaviour guidelines.

The Governing Body may give advice to the Head Teacher about how to approach particular disciplinary issues.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Head Teacher has the power to exclude a pupil from the school.

The Head Teacher may exclude a pupil for one or more fixed periods for up to 45 days in one academic year.

The Head Teacher may also exclude a pupil permanently if the circumstances warrant this.

Where a pupil is excluded, parents are informed immediately, giving reasons for the exclusion. It is also made clear to the parents that they may appeal against the decision if they wish. If the child is to return to the school then a Reintegration Meeting should take place before the child returns.

Exclusions are also reported to the LA who will review all permanent exclusions.

SUPERVISION AT BREAK AND LUNCHTIME

Break time

- There will always be an appropriate number of staff on duty outside at break time
- The class teacher is responsible for ensuring that children have left the building in an appropriate manner. Children should be sent to the toilet at the beginning of break.
- Any child kept in by the class teacher is the responsibility of that teacher. They must not be left unsupervised.
- All staff are responsible for issues occurring at break time. Break time is a break for the children. It is paid time for staff.

- Any child injured during break time should be brought in by one of the staff on duty and taken to a First-Aider. In the event of a serious injury the child should not be moved but the First Aider and Head Teacher or Assistant Head Teacher should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to whom it was reported. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE.
- Staff must leave the staffroom and be available to supervise children back into the learning areas so that lessons start promptly.
- The Head Teacher must be made aware of any significant incident, even if it has been dealt with and resolved.

Wet break times

On wet days children will remain in their classrooms. Clear instructions must be given about appropriate behaviour and activities. Staff will take a break in turn, leaving their class in the care of another member of staff. Each teacher should provide a box of 'wet break time' activities for children in classrooms.

Lunchtimes

- Staff should ensure that their class are ready for lunch and supervise them with regard to hand washing and use of the toilet.
- Children should be supervised when going to the playground for lunchtime.
- Each playground has their own arrangements for getting children into lunch.
- Members of the SLT (usually the Head Teacher) or a nominated person will be on duty in the hall.
- The Lunchtime Supervisors report concerns to class teachers and any major concerns directly to the SLT.
- Lunchtime supervisors are trained to use the 'Outdoor Behaviour system.
- Any child injured during lunchtime should be brought in by one of the Lunchtime Supervisors and taken to a First-Aider. Some supervisors are also first aid trained. In the event of a serious injury the child should not be moved but the First Aider and Head Teacher should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to whom it was reported. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE.

Wet Lunchtimes

- EYFS/KS1 children to remain in classrooms until collected by supervisory assistants. Children to return to own classroom after they have finished lunch.
- KS2 children to be collected by supervisory assistants. Children to return to own classroom after they have finished lunch.
- All children **MUST** be supervised at all times

HATE CRIME

Any 'hate' incidents are logged by the Head Teacher and reported to and dealt with by the Head Teacher or Assistant Head Teacher.

REVIEW

The behaviour policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the school change.

OUR BEHAVIOUR SYSTEM

It is generally accepted that good behaviour has contributed significantly to the development of the school, being a positive reward system that is perceived as fair by the children involved in the system, and also by adults who administer it. There are several elements identified by the staff of the school as being particularly significant in the success of our current behaviour policy.

Consistency

In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the school. All staff must apply the procedures in the same way.

Adult responsibilities for promoting good behaviour

- Catch the child being good and award praise and/or other reinforces e.g. stickers, house points, certificates.
- Try to anticipate problem behaviour so that you can re-direct the child.
- Give clear instructions, then apply stated consequences. Avoid pitying the child. In order to become self-managing the child has to learn to accept responsibility for his/her behaviour. Protecting children from the consequences of their behaviour means that we assume responsibility and the child has no opportunity to learn from the situation.
- Tell children what to do rather than what not to do. If you need to use DON'T or STOP in your instructions always add what the child can learn from the situation.
- Use "please and "thank you" a lot and expect children to do the same.
- Smile, look pleased to see the child and use his/her name when you speak to him/her.
- Be consistent in the way you respond.
- Set an example in your own behaviour.
- Communicate to all children that you want to trust them despite the difficult behaviour they exhibit. "I don't like your mis-behaviour, but I do like you".
- By your own actions communicate that you mean what you say. If you are unable to follow something through, then don't say anything at all.
- Stay calm. Speak quietly but firmly and act rather than react. Avoid shouting.
- Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you do to. Inform the Head or Assistant Head of the situation.
- Refuse to argue or debate the rightness of a pre-set consequence.
- The child's mis-behaviour is his/her business and yours, keep interventions as private as possible.
- Above all show the child his/her success is important to you and that you want the child to make wise choices in the way that he/she behaves. The child must know that you want him/her to be happy in school.

TERMINOLOGY

Warnings (Prior to Stage 1 and Stage 1)

Teachers must be positive and clear when giving instructions. They should try to anticipate and then re-direct problem behaviour using the words “Are you okay?” If the child has a problem, then the teacher tries to help. If the child is simply playing up, then the teacher should, in the first instance, attempt to re-direct the child by **reminding him/her** of what he/she ought to be doing. “I have asked you to listen so that means you need to be looking at me, empty your hands and sit still. That way I can tell you are listening”. If the problem persists, then teacher says, “This is your warning” (Stage 1). The warning is immediately recorded in the appropriate box on the Whole Class Behaviour Chart. The teacher again tries to re-direct the child by positively reinforcing the expected behaviour. Should the problem behaviour continue, the teacher says, “Go to Thinking Time please” (Stage 2).

Thinking Time - 3/5 mins depending on age (Stage 2)

The child must go immediately to the Thinking Time Area. The child must do this quietly and directly. Failure to do so means that the child has chosen to reject the opportunity for reflection and has chosen instead to go to their link class for 15mins Time Out.

All children must be reminded regularly what is expected of them when they are sent to Thinking Time i.e.

- The child must go to the Thinking Time area quietly and directly.
- The child must turn the timer over quietly to begin their session.
- The child must sit still at the Thinking Time table without making any noise.
- The child must copy the ‘Golden Rules’ neatly (or something similar for younger children). This helps to remind them of expected behaviour.

If the child does not comply with these expectations or does not complete the work set to a satisfactory standard they move to the next stage (Stage 3).

Thinking Time lasts for a few minutes (depending on the age of the child). At the end of this time, the teacher asks the child, “Why were you sent to Thinking Time?” the child must give a reason. If the child refuses, argues or cannot give the reason, the child has failed Stage 2. The teacher says “I want you to complete your Thinking Time and re-join the class, but you are showing by your attitude that you are choosing to fail. Therefore you are choosing to go to Stage 3 and that means going to our link class”. The teacher gives them another opportunity to answer the initial question, “Why were you sent to Thinking Time?”

If, at the end of the period, the child gives the correct response, the teacher then says, “Do you think that you can sensibly join the rest of the class? If the child responds positively, then he/she joins the class. If the response is negative, then the teacher moves the child to Stage 3.

Time Out – 15 mins regardless of age (Stage 3)

Children must go to the Time Out Area in their link class quickly and quietly, taking their classwork. The work should be such that the child is able to work independently. Time Out lasts for 15 minutes. During this time the child is not allowed to speak unless spoken to by a teacher. He/she must get on with their work and must not leave the Time Out area without permission. In the event that the child has not started a piece of work (i.e. during the input) then they would need to just copy out the promise for the full 15 minutes to avoid disturbing the class.

Should the Time Out occur towards the end of the day, it will continue after registration the following day.

If a child refuses to work, is noisy, leaves his/her seat, refuses to go to Time Out or goes in an inappropriate manner, then this constitutes a failed Time Out. The consequence of failing Time Out is Stage 4 isolation. If a child is failing Time Out, the teacher should explain to the child, that

by behaving inappropriately, he/she is choosing to be isolated. For younger children, it may be more appropriate to say. "If you continue to behave in this way you will have to go and spend the session with Mrs/ Mr..." If the behaviour ceases, the Time Out can continue, if not, then the teacher says, "You have shown by your behaviour that you are choosing to be isolated from your class for a full session. I don't want you to be isolated; I would prefer you to complete your Time Out and then return to your class with your friends. However, I don't have a choice in this. It's your choice. If you fail Time Out you will be isolated". The child is given two minutes thinking time. If the behaviour persists then a senior member of staff is informed and isolation arrangements are made (Stage 4).

Isolation (Stage 4)

When a child moves to Stage 4 they are isolated from their peers for a full morning or afternoon session. It is the responsibility of the class teacher to send work with the child. The child should be able to complete the work without support. Teachers should have a pack ready in their classrooms in the event that this may occur so that teaching of other children is not interrupted. It is the responsibility of the SLT to organise the isolation. If the Stage 4 occurs late in the session, then the Head/Assistant Head needs to apply an appropriate time penalty in the next session. If the child fails to complete Stage 4 successfully, then they move to Stage 5.

Stage 5

Once the child reaches Stage 5, they will generally be removed from their peers for the remainder of that day. One of the parental responsibilities is to come to school as soon as possible if removal is necessary. This is part of the contract signed by the parent at the beginning of the school year. The following day, the parent is required to bring the child to the school for a Re-integration Meeting. The focus of the meeting will be on the child's behaviour and re-establishing expectations. The child will then have a full day's internal isolation within the school or one of the partner schools. The child will not be able to return to the school until the Re-integration Meeting has taken place.

BREAKTIME

The normal rules continue to apply and the terminology should remain the same (see above). Children should be given a reminder before being placed on Stage 1.

Stage 1 Warning

Stage 2 Thinking Time - five minutes on the wall or with staff on duty.

Stage 3 Time Out - remainder of the time on the wall/ with member of staff + miss next lunchtime break.

Stage 4 Isolation - remainder of the time on the wall/ with member of staff + miss all breaks the next day (morning and lunch)

Stage 5 - refer to senior member of staff to consider evidence and decide upon a suitable sanction.

LUNCHTIME

All children should receive a reminder of acceptable/ desirable behaviour before being placed on the behaviour chart

Stage 1 Warning

Stage 2 Thinking Time - five minutes on the wall or with staff on duty.

Stage 3 Time Out - remainder of the time on the wall/ with member of staff + miss next break time.

Stage 4 Isolation - remainder of the time on the wall/ with member of staff + miss all breaks the next day (morning and lunch)

Stage 5 - refer to senior member of staff to consider evidence and decide upon a suitable sanction.

Parents will be informed in writing where children reach Stage 4 or 5.

If children repeatedly reach Stage 4 or 5, then they may be excluded from the school at lunchtime for a fixed period and parents will be required to collect them.

Children on Free School Meals will be provided with a packed lunch.

Children at stages 3, 4 and 5 will be served last for lunch. This is part of the sanction for poor behaviour.

ASSEMBLY

Poor behaviour should not be tolerated. Teachers should try and catch the child's eye and tell them to behave. If this is not possible, they should approach the child and bend down to ask them quietly if they are okay. If they are not, then the teacher should help. However, if they are choosing to not behave appropriately then the teacher should warn the child that if they continue they will be moved. The teacher should tell the child that they do not want this to happen. If the behaviour continues, then the child should be moved to sit with an adult. If the poor behaviour continues, then the teacher should warn the child that they will be removed if they don't stop and that this will be embarrassing in front of all their friends. A senior member of staff will be called to remove the child if the need arises. This would constitute an immediate Stage 4/5 depending on the circumstances.

Assembly is a quiet, reflective time. Any behaviour management should be done as quietly and discreetly as possible.