



Old Leake Primary and Nursery School Behaviour Policy

The aim of this school policy is:

- ◆ To develop in children a sense of self- discipline and an acceptance of responsibility for their own actions.
- ◆ To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- ◆ To ensure that the school's expectations and strategies are widely known and understood in particular for those whose behaviour may be indicative of specific learning difficulties such as ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder) or Dyslexia.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. A well managed, well planned environment decreases potential for problems.
3. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure should focus on the behaviour not the child.
4. Adaptations for individuals, such as visual timetables and prompts are actively used for the benefit of all children

5. We need to teach behaviour as we teach other aspects of the curriculum. Children need to be shown that they have the opportunity to make choices and some choices led to good behaviour and positively affect others.
6. Every effort should be made to diffuse potential problems before they arise through scripted language and/or crisis communication.
7. Bullying, rudeness, fighting, swearing is never acceptable and should always be dealt with when encountered. Pupils to be reminded of our school rules, Ready, Respectful and Safe.
8. The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Headteacher when behaviour causes concern.
9. In exceptional circumstances the school will have regard to those who may require individual methods to reach acceptable behaviour expectations and will ensure personal behaviour plans are developed
10. Should behaviour of an individual remain an issue, he/she will be referred to the school's Lead Behaviour and Pupil Support Officer, Senco and/or Head.
11. R.I.P (Reprimand in Private) and P.I.P (Praise in Public) to be used by staff on all occasions.

Guidance for the playground

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Scripted language to be used when a child is either distresses or not making the correct behavioural choices.
3. For minor disputes, children have the opportunity to spend time with peer mediators that are on duty.
4. School rules (Ready, Respectful and Safe) should be applied consistently and children reminded of them regularly.
5. If negative behaviour is witnessed outside then the child in question has to stand next to the adult for 5 minutes. During this time, the adult can use Restorative Practice questioning.

6. If a pupil is in a state of high anxiety and at crisis point then Crisis Communication to be used to de-escalate the situation.
7. If outside a child is verbally aggressive towards an adult (shouting, swearing or generally arguing) then the Head or Teacher should be informed and an internal exclusion will be considered.

- **Rewarding Good Behaviour**

- Gold Book Stickers and certificates
- House points and star certificates/badges
- Prefect Badges
- Peer Mediator Badges
- School Council Badges
- Quiet word, smile, acknowledgement
- Written comment on pupil's work
- Stickers
- Jobs of responsibility
- Praise in front of class group
- Visit to another member of staff
- Written comment, card or phone call from teacher to parent informing them of good work, positive attitudes or behaviour
- Certificates
- Individual class reward systems
- Whole class rewards such as Golden Time

What to do when behaviour is unacceptable

Refer to the Stages of Inappropriate Behaviour chart. (Appendix A)

Sanctions may include:

- Immediate verbal or non-verbal check of misbehaviour
- Warning
- White slips which denote missed play time and a loss of 5 minutes of Golden Time.
- Extra work where work is clearly below expectations, to be done during break time, or (in agreement with the parent) sent home.
- Loss of whole or part of break time due to poor behaviour during lesson time.
- Time out (break time)
- Referral to pastoral lead (Angela Simpson)
- Referral to Headteacher
- Parental involvement - parental consultation required to agree a strategy of support for child, including a monitoring diary for behaviour.
- Set up a Pastoral Support Plan with parents and other agencies as necessary

- Referral to outside agencies e.g. Behaviour Outreach Support Services (BOSS), the paediatrician or CAMHS (Community Adolescent Mental Health Services)
- Temporary and permanent exclusion from school remain an option as a last resort

If behaviour is serious i.e. of a serious physical or abusive nature, then the child may be referred immediately to the head teacher.

Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Headteacher in matters of pastoral care and also have access to the pastoral lead, SENCO, BOSS (Behaviour Outreach Support Services), Reintegration Team and other Local Health Authority professional support services where needed.

Damage to property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate they will be asked to make good the damage caused or there will be a request for a voluntary contribution towards the cost of repair or replacement.

Bullying- Guidance to staff

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action.

If you come across bullying what can you do?

- ◆ Remain calm you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- ◆ Ensure the victim is safe
- ◆ Take the incident seriously
- ◆ Take action as quickly as possible
- ◆ Speak to those involved, perpetrator and victim, in private on an individual basis.

- ◆ Reassure the victim, don't make them feel inadequate or foolish
- ◆ Offer concrete help, advice and support to the victim(s)
- ◆ Make it plain to the bully that you disapprove.
- ◆ If appropriate, support the victim in telling the bully how sh/e has been made to feel.
- ◆ Encourage the bully to see the victim's point of view.
- ◆ Help the bully to identify an appropriate act of reparation.
- ◆ Punish the bully if you have to, but be careful HOW you do this. Reacting aggressively gives the message that it is right to bully, if you have the power.
- ◆ Explain clearly the punishment and why it is being given.

Involving Others:

- ◆ Inform senior staff
- ◆ Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.
- ◆ Refer to the Head who will, if necessary, inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.

Ensure that incidents of bullying do not live on through reminders from you
All incidents of bullying should be recorded on a 'Pupil Incident Record Sheet' and/or in the bullying log.

For further information please refer to the school Anti-Bullying Policy

Circle Time

A regular time should be set-aside for Circle Time in class each week. It may also take place between set times as the need arises or as a cross-curricular teaching and learning tool. This forms an integral part of our discipline policy and pastoral support for the children.

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning.

With its co-operative activities and discussion, Circle time ensures that each child experiences success. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to 'walk the talk'.

The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is treated in which no participants feel threatened. There should be no 'put-downs' allowed.

Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together.

Signed:.....

Date: Jan 2020

Review date: January 2022

Appendix A: Stages of inappropriate behaviour and sanctions

Stage	Descriptions of behaviour	Sanctions
1	Calling out Interrupting adults Avoiding work tasks Attention-seeking Refusing to accept responsibility for behaviour Moving around class without permission Lying Running inside Eating inside (other than at lunchtime) Inappropriate behaviour in the dining hall	Verbal warnings Loss of golden time minutes
2	Persistent stage 1 behaviours plus: Throwing objects Swearing Refusing to follow an adult's requests Inciting peer conflict Damaging or taking property Rough play	Loss of golden time minutes/white slips Removal from class Loss of playtime Phone call home Sent to HT or SLT
3	Leaving the class without permission or refusing to leave a room Verbal abuse towards a member of staff Fighting (persistent) Hurting another pupil (through fighting or rough play) Deliberate damage to school/others property Using abusive/racist language or behaviour Bringing an offensive weapon/illegal substance in to school (may also be deemed as Stage 4 offence) Inappropriate sexualised behaviour Bullying	Internal exclusion Removal of trips or school functions Home school diary Parents called in Pastoral Support Plan drawn up
4	If stage 3 behaviours are evident consistently Deliberately hurting another when there is intention to cause harm Bringing an offensive weapon/illegal substance in to school	External exclusion

Staff are expected to use their professional judgement when ascertaining stages of behaviour. Consideration needs to be given to the individual and the circumstances surrounding poor behaviour. The above is not an exhaustive list and additional behaviours may be displayed in each category.

If a pupil persists in negative behaviours at any stage of the above criteria then an internal exclusion will be considered.

Appendix B

Scripted Interventions

- I've noticed.... Out of seat/eating in corridor/leaning back in chair
- I need you to..... drive by comments :reminder, caution, think very carefully, last chance, time out,
- Thank you for.....

E.g. I've noticed that you have had trouble getting started today.

I'm going to have to speak to you for 2 minutes after the lesson.

Do you remember when.....

Rule reminder – what's the rule about...

At the end – Thank you for listening.

Attune to the pupil – mirror their behaviour when needed.

Restorative Follow up

- What happened?
- What were you thinking?
- What have you thought since?
- Who suffered as a result?
- What do we need to do to put things right?