

Glenfield Primary School



Behaviour Policy

Approved by Governing Body:

Signed:  (Chair of Governors)

1. General Philosophy

At Glenfield Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. There is a strong ethos that everyone deserves kindness and respect at all times and that all members of the school community have the right to learn, teach and work in an environment which is safe, friendly, peaceful and fair. We aim to embed the Route to Resilience characteristics throughout all aspect of our school day to provide the children with enthusiasm and curiosity to learn, support them to preserve and reflect on new skills and promote independence and resilience.

2. Aims of the Policy

- To develop a sound and consistent framework within which initiative, an understanding of individual needs, responsibility and positive relationships can flourish;
- To enable the school community to ensure that children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.;
- To ensure that the school provides a safe and secure environment, in which everyone is valued highly.

3. Objectives- What we want for our children

- To feel valued and make a positive contribution to school life;
- To develop self-control, confidence and sensitivity and empathy for the feelings of others;
- To understand the need to make the right choices and take responsibility for their actions;
- To know what is expected of them and what to do if they have worries or concerns;
- To be proud of themselves and of others and their school;
- To feel safe and secure and know that issues will be addressed;
- To feel that their efforts and achievements are recognised and to have a determination to succeed academically and socially.

4. How do we ensure that we meet all aims and objectives?

All members of the school community have rights and responsibilities and need to apply the following principles:

All Staff and Governors

- To ensure that the school is welcoming and that all staff are approachable;
- To promote respect and tolerance in all situations;
- To promote a reflective attitude to behaviour and offer appropriate support when it is needed;
- To recognise and positive behaviour and be explicit about how this contributes to the atmosphere and ethos of the school.
- To acknowledge that behaviour is a shared responsibility and that a consistency of approach is essential;
- To understand individual needs and the causes of and reasons for inappropriate behaviour and ensure that appropriate support is in place;
- To share concerns and seek advice when needed;
- To model acceptable behaviour at all times;
- To deal sensitively with children in distress;

- To record incidents and share information, where appropriate, and provide follow up following any incidents;
- To be alert to any signs of bullying or intolerance in line with anti-bullying, child protection, Inclusion and Single Equality policies.
- To keep parents and pupils informed about incidents, persistent inappropriate behaviour and the actions taken;
- To have high expectations of all pupils and of each other;
- To have a shared vision about meeting the social, behavioural and academic needs of children and the reasons for poor behaviour (**appendix 2**)

Children

- To respect, support and care for one another in the school and the wider community;
- To listen to others and respect their opinions;
- To take responsibility for their own actions;
- To be tolerant of others, irrespective of gender, ethnicity, religion or disability.
- To follow and understand the Golden Rules; (*appendix 1*)
- To report incidents to staff and share concerns;
- To engage with the school council representatives, Helping Hands and respond honestly to any questionnaires to ensure that all pupils feel that they have a voice in improving the school;
- To understand the importance of attending school regularly and arriving on time;
- To follow guidelines taught through values assemblies and PHSE lessons.

Parents and Carers

- To be aware of and support the school's values and expectations;
- To work with school staff to support children's behaviour;
- To ensure that children attend school regularly.
- To ensure that children come to school prepared, having had appropriate sleep, attention and food and that they have the right equipment;
- To take an active and supportive interest in children's work, progress and behaviour;
- To read written communication and acknowledge it where necessary;
- To act as good role models and promote tolerance, respect and good manners.
- To keep the school informed of any difficulties a child may be having at home that may affect their well-being, behaviour or academic success;
- To inform the school about any health issues;
- To inform the school immediately if a child is unable to attend school;
- To ensure that contact details are kept up to date and that appropriate carers are reachable, should the school need to contact them.

5. Special Educational Needs and Disability

While the same standards of behaviour are expected of all pupils, staff must be aware of and take into account any special educational needs and/or disabilities that a pupil may have,

i.e. social, emotional and mental health needs. It is recognised that some children with a high level of emotional needs (of which poor behaviour is a symptom) are not responsive to routine school sanctions, for example children on the Special Educational Needs (SEN)

register who have a diagnosed medical condition such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). Such children will have personalised behaviour management plans which must be followed.

At Glenfield Primary School we recognise that some children have Social, Emotional and Mental Health (SEMH) which can influence on their behaviour. We will identify and assess the needs of these children with emphasis on:

- Adopting a proactive approach which responds to a child's individual difficulties;
- taking action at the first sign of difficulty;
- carrying out detailed observation of behaviour, placing on SEN record and providing an Individual Educational Plan (IEP) or Individual Behaviour Plan (IBP);
- addressing the problematic behaviour itself;
- structuring a child's work, while keeping the child as close as possible to the curriculum;
- allow time to reflect and provide strategies to help pupils self-manage their behaviour and make the right choices;
- exploring the nature of difficulty with the child, parents/carers, other staff and external services as necessary;
- seeking external advice to supplement the school's own expertise;
- keeping detailed records and regularly reviewing the effectiveness of approaches.

6. Rewards

At Glenfield Primary School, we not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. We believe our pupils learn best when they are happy in school.

The same Golden Rules apply at all times of the school day, including during extra-curricular activities, break times and lunchtimes and when moving around the school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise.

Verbal Praise

This should be used the most. Good behaviour should be commented on and should be specific, frequent and consistent.

Individual Merits System

Merits and/or Dojos can be given by all adults in the school. Once the children have been awarded 30 merits, they are presented with a Commendation Certificate. Merits can be given for:

- appropriate behaviour
- work which is of a good standard for an individual
- politeness and good manners
- following school / class rules
- helping others

Headteacher's Certificate

Where children have produced exceptional work, made an outstanding contribution or displayed exceptional behaviour, a Headteacher's certificate can be given. This is presented to the child in assembly and parents are invited to see this too.

Class Reward System

Children in each class work together towards class goals. Once they have achieved this, they can negotiate a 'treat' that can be taken when it is convenient.

Individual Work/Behaviour targets

Individual targets can be set for specific children where necessary, and rewards for achievements can be given through stickers, certificates, letters to parents. It is important that children are also referred to a member of the SLT in these circumstances so that their success can be further celebrated.

Star of the Week trophies

Each week a member of each class will be awarded the trophy for improved attitude to learning or behaviour, excellent effort or for recognition for how they treat others. This will be celebrated in class and the trophy is to be kept at home for the week and returned on the following Friday. Children can be encouraged to nominate others for this award.

Pride of Glenfield awards

Twice a year, an awards ceremony is held to celebrate the work of pupils who make an outstanding contribution to the school community. All members of staff, including lunchtime staff and support staff and leaders of extended provision are invited to nominate pupils.

Attendance awards

Children are given awards for 100% attendance or improved attendance each term. At the end of each academic year, prizes are given to pupils with excellent attendance.

7. Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitudes, we at Glenfield Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Golden Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

All classes have a behaviour folder in which to record incidents that require discussion, greater investigation or an action by school staff. This is to ensure that issues are followed up and so that patterns in behaviour can be monitored closely.

Responding to inappropriate behaviour in class

When behaviour in class falls below the expected standard, the following procedures should be followed. All children should be clear about these.

Sanctions

Step 1 – A quiet word. Speaking to the child clearly and calmly about the cause for a quiet word and the behaviour that is expected. This should be supported with the child's name being moved onto the warning and with verbal reinforcement of the next consequence.

Step 2 – Reflection. If negative behaviour persists, the child's name should be moved from the 'Warning' and placed onto the sad face. This warning has a consequence – time taken from free time i.e. break or lunch. This time should be used to complete any work and reflect on the behaviour and support strategies for the future.

Step 3 – Referral. Should negative behaviour continue further or serious incidents occur, such as injury to another child, bullying or racism the child should be referred to a senior member of staff and a behaviour incident form (*Appendix5*) completed. At this stage, a discussion should be held with parents regarding strategies that may need to be put into place. A behaviour monitoring sheet (*Appendix7*) or an Individual Behaviour Plan (*Appendix6*) could be set up at this point or a referral to the school's learning and behaviour mentor.

Responding to inappropriate behaviour and conflict

Children need to understand the consequences of their actions and how others may be affected by their behaviour. It is vital that children are allowed time and space to reflect and re-build on their actions. Embedding the Route to Resilience characteristics will allow children to:

- Be in control of their actions;
- Understand a sense of control and purpose;
- Develop independence;
- Know they have the skills to achieve;
- Gain resilience and self-esteem;

The guidelines for dealing with inappropriate behaviour should be followed and adults should consider whether children need support or enhanced PHSE work to help them to develop strategies for avoiding conflict in the future.

It is recognised that children who persistently display inappropriate behaviour could require the support of a multi-agency approach such as DSL, SENCO, therapist and councilors.

In line with the Anti-Bullying policy, pupils should be encouraged to report any incidents in the knowledge that issues will be taken seriously and dealt with sensitively.

8. Lunchtime incidents and behaviour

During lunchtimes our Midday teachers will follow the Happy Lunchtimes system to create a positive and engaging lunchtime.

Aim

- To show respect to staff, equipment and each other
- To show good manners
- Calm and pleasant eating environment

Rewards

- Pom Poms – Lunchtime teachers award pom poms to children who show positive behaviour during lunchtime. The class with the most pom poms at the end of the week will be rewarded with a class treat.
- Certificates – Lunchtime teachers will nominate a pupil to receive a certificate for positive behaviour at the end of the week.

Sanctions

Step 1 – A quiet word. Speaking to the child clearly and calmly about the behaviour that is expected.

Step 2 – Reflection. If negative behaviour persists, the child will accompany the lunchtime teacher to reflect on their actions.

Step 3 – Referral. Should negative behaviour continue further or serious incidents occur, such as bullying or racism the child should be referred to a senior member of staff and a behaviour incident form (*Appendix 5*) completed.

All the Midday teachers are trained and updated regularly and have opportunities to liaise with the lunchtime manager and SLT about any issues. All staff should follow the guidelines for dealing with inappropriate behaviour (*Appendix 3*)

Children who are continually disruptive at lunchtimes will leave the school no alternative but to be excluded at lunchtimes either for a fixed period or permanently. This will be decided by the Headteacher jointly with senior staff. It is felt that staff should not have to spend valuable teaching time in the afternoons dealing with incidents that have resulted as a consequence of inappropriate behaviour at lunchtimes.

9. Positive Handling

All members of staff are aware of the regulations regarding the use of force by school set out by the Department of Education. In exceptional situations, trained members of staff will intervene physically to prevent injury to a child or member of staff, or if a child is in danger of hurting him/herself.

Allocated members of staff are trained in the Team Teach approach for dealing with extreme cases of behaviour. The purpose of this is to get them to a safe space and allow them time to 'cool down'. All incidents will be logged and parents will be informed.

10. Out of school Incidents

On occasions, the school is made aware of incidents that happen outside school Eg. on the park, on the journey to and from school or through social media. We work closely with parents and children to address any issues and involve the Community Police Officer where necessary. We keep parents informed about E-safety through letters and newsletters.

11. Exclusion

Glenfield may impose a variety of exclusions for children dependent on the nature of the incidents. These could include exclusions from extra-curricular activities, lunchtimes, from school visits or residential trips. These will be at the discretion of the school staff. In extreme cases, as a last resort, it may be necessary to exclude a pupil from school. Exclusions may be of a fixed term or permanent duration. Any number of fixed term exclusions may be given in a school year up to a maximum of 45 days. Under the 45 day totting up procedure for fixed term exclusion, once the 45 day maximum has been reached any further exclusions will be of a permanent duration.

12. Monitoring

Behaviour incidents should be recorded on a Behaviour Log (appendix 4) and kept in the class behaviour folder. Any incidents which require discussion with parents and/or interventions from SLT should be recorded on a Behaviour Incident Form (appendix 5). Recurring incidents should be raised with the Learning Behaviour Mentor and SLT.

The implementation of this policy will be monitored regularly by the Leadership Team and will be reviewed bi-annually.

Class and lunchtime behaviour logs will be checked regularly by the lunchtime manager and SLT.

Golden Rules

Rules, Respect, Right choice

Be kind and helpful

Be honest

Look after property

Work hard

Keep hands, feet and unkind
words to yourself

Listen to people

Play co-operatively

Appendix 2

Causes of poor behaviour

In school factors

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

The Child

- Tired due to lack of proper rest
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent

The Teacher

- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Lack of clarity in explaining expectations for behaviour or subject
- Teacher stress

Out of school factors

Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents
etc Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

Appendix 3

Guidelines- Dealing with inappropriate behaviour

Where standards of behaviour do break down then all staff should be seen to act in a consistent way. Rudeness of speech or of manner from children should be immediately questioned. An effective technique is to "coach" children through to the expected standard:

"Why do you think I am displeased with you"

"**Because I was naughty**"

"No, you weren't naughty, you swore at me. Why do you think I was cross with you?"

"**Because I swore at you**"

"Yes, now what would I have expected from you?"

"**You would want me to say "....."**"

The key feature of this approach is that the child is expected to state the truth of his/her action, and the **expected change of behaviour**. Adults may need to supply the example of correct behaviour, but it must be repeated back by the child. This technique is effective only if the offending children, when calm, is allowed to return to the unsuccessful situation (playground, class activity or whatever) and show success in it.

In difficult situations, these procedures should be followed:

- Calm the situation.
- Check the supervision of other children (or other duties).
- Gain the attention of the child (ren).
- State your assessment of the situation.
 - Speak quietly but firmly.
 - Don't talk down
 - Don't get riled by the situation or be misled by rudeness from the child.
 - Make sure all children involved are heard without interruption
 - Check your supervision.
- State your assessment having heard the evidence from those involved.
- Specify the offence (be precise- don't say "naughty").
- Child repeats back the stated offence.
- State clearly the action to be taken (if any) by the child and you. (*referral to SLT, Behaviour mentor, Lunchtime manager, completion of incident report, parents notified, time out etc.*)
- State clearly your reasons for the action you wish to be taken.
- Child repeats back.
- . Ensure the child is clear that you disapprove of the child's action but not the child.

"The guiding rule is that the child needs to be allowed to be successful in the situation in which they have just failed".

Appendix 4



Behaviour Log



Initials of children:

Details of incident:

Action:

Signed:

Date:



Glenfield Primary School



INCIDENT REPORT FORM

Names of Children involved	Staff:
	List of other people involved:
Where incident took place:	When:
What happened:	
Action taken	Any follow up needed:
Signed:	Date:

Appendix 6



Individual Behaviour Plan (IBP)

Name:

Year Class Teacher:

TA:

Targets:

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Methods and resources to meet targets

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If difficult behaviour starts:

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My targets

What do I need to do?

How did I get on?

Criteria for success

Agreed by:

Rewards	Sanctions

Date:

Review date:

Appendix 7



BEHAVIOUR MONITORING SHEET

Name :

Week commencing: _____

	Registration	Session 1	Assembly	Break	Session 2	Lunchtime	Session 3	Home time
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								