

Normanby Primary School

Ironstone Academy Trust

Behaviour Policy

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Our overriding school aim is that:

'Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.'

To achieve this we think that we offer provision to all that ensures:

"Every child's potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school."

The achievement of our whole school aim is dependent upon the highest standards of expectation of good behaviour from everyone in our school, all members of staff, pupils and their parents. Our expectations and this Policy applies equally to all School based activity, residentials, visits and extended School events.

In order to create and maintain good behaviour in school we aim to:

- Create a positive atmosphere in school based on a sense of belonging to a community which has shared beliefs.
- Adopt a positive approach towards behaviour that is underpinned by pupils' self discipline and based on praise and reward.
- Develop close co-operation of our parents in upholding our expectations of behaviour of their children.
- Provide a learning environment in which self-discipline and honesty are acceptable norms.
- Maintain consistency in that we, as a staff, understand the necessity for mutual support and uniformity of approach.
- Be fair in managing behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.
- Adopt and maintain effective classroom management strategies through staff discussion, team work, and by providing relevant INSET as required.
- Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.
- Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.
- Foster good relationships with children by ensuring that our care of children is based on kindness, respect and an understanding of their individual needs.
- Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school's code of conduct.

Equality

Normanby Primary School is committed to taking positive action that will open up the curriculum and its associated activities, services and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.

Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.

Therefore Normanby Primary School is committed to ensuring equal treatment of all of its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Our School Code of Conduct

This is subject to continued improvement. We subscribe to the rights-respecting ethos based on the UNCRC.

For example one traditional rule for all of us in school might be:

I will always speak politely to everyone.

Our pupils develop our rules so that they become a clear and helpful guide to school life. This is done at least yearly by each class. For example in February 2011 a Year 3 Class decided that the above aspiration means that:

- I have a responsibility to try to listen to and understand other people's point of view.
- We all have the right to speak and be listened to.
- We all have the right to learn and enjoy school.
- We all have the responsibility to always try our best.

Organisation

Our expectations for good behaviour are stated in our school prospectus, by displays around school and through referral to it by the staff in behavioural education aspects of the curriculum.

Each class determines its own mutually agreed set of rights and responsibilities at the beginning of each academic year. This may also be summarised into 'Golden Rules' as a response to identified needs. This provides the children with ownership of their class code and a responsibility to maintain it.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated aims.

Staff should seek the support of their team when necessary as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff and the Head teacher should be informed of any serious breaches of our behaviour standard. This will be done through our School Information Management System (SIMs).

The Head teacher keeps a record of serious behavioural problems and may invite the parents of the children involved to discuss problems.

Supervisory Assistants for the lunchtime period are made aware of the procedures to follow for any misbehaviour and are provided with advice on strategies to adopt to encourage positive behaviours and discourage negative behaviours. The Head teacher will provide them with a termly update as required, in response to emerging issues.

We have a Handbook for all helpers and visitors in school in which our school organisation and expectations are outlined.

As a means of instilling a sense of responsibility, all teachers provide children with classroom responsibilities, such as being table monitors. In upper Key Stage 2, children are given "special" responsibilities and duties which may have a pastoral element, such as being cloakroom helpers for KS1 children and acting as Team Captains.

We have a whole school "Celebration" assembly on a fortnightly basis as a means of recognising individual achievements, team achievements and as an opportunity to reinforce positive behaviour.

We offer our children a wide range of extra curricular activities to provide further opportunities for challenge, raising self esteem, responsibility and the encouragement of positive behavioural traits.

The effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

Lunchtime Behaviour

Our Supervisory Assistants work in co-operation with the teaching staff and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and an informative dialogue is maintained. Mrs Armstrong is the point of contact for LSAs and meets with them on a regular basis to share information and to discuss protocols. The Supervisory Assistants have a Handbook of Information, which details our expectations of behaviour and provides practical guidance on strategies to be employed to minimise undesirable or disruptive behaviours.

Supervisors are organised into groups of Supervisors ensuring that there are at least two Supervisors on each of the three playgrounds throughout the lunch break. As the dining hall empties one Supervisor will return to her playground.

On each of the playgrounds, Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and will line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker or using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable mode, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of holding a Supervisor's hand for a limited period or withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to the Deputy Headteacher or the Head teacher who will assist.

Teaching Staff will be informed, at the end of a lunch break of any child who has had a troubled lunch break but where the Supervisor has not needed the intervention of the Deputy Headteacher.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a formal manner. Disrespect towards adults is unacceptable and must be reported to. Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours and preventing them will all lead to happier lunch breaks for everyone.

Sanctions

By managing behaviour as indicated in our aims we hope that indiscipline is not an issue, but we must be realistic in accepting that we cannot eliminate disciplinary difficulties altogether. Every child can, at times, be mischievous, over-exuberant or disruptive. We, therefore, need a system of progressive sanctions and punishments in order to register disapproval of unacceptable behaviours. We must try to understand the reasons for misbehaviours so that we can discriminate fairly in our use of sanctions. This involves being sensitive to the needs of our pupils and reflects our commitment to equality of opportunity.

- As we operate in an extremely positive atmosphere, our **disapproval** is one of the most powerful sanctions.
- We can register this with only a **look** on some occasions or a **verbal rebuke** when it is necessary.
- **The loss of Golden Time minutes** is a most effective sanction; particularly as a child losing Golden Time will have the opportunity to earn any lost time back again. Children who have lost GT may watch a clock; they will be expected to be quiet, allowing them to reflect on their actions.
- As we employ a range of rewards in dealing with our children, the **withdrawal of these rewards** can be an effective sanction with an understanding that making redress for misbehaviour can result in regaining rewards lost.
- Withdrawal of **Roles of Responsibility**, such as class monitors, for a limited period until acceptable behaviour is resumed.
- A child can **miss playtime**, provided that adequate supervision is provided and an appropriate task is to be completed.
- **Time Out** may be employed and must be of a time limited period. It must only occur with

the prior agreement of the receiving colleague.

- We may ask children to **repeat work** if the work produced is unacceptable following disruptive classroom behaviour.
- However, we should **never use writing or maths, for example, as a punishment**, as we do not wish to instil negative attitudes towards any subject.
- Children could be **excluded from school clubs** for more serious transgressions for a period of time agreed by the class teacher and club leader.
- The child may be asked to **write a letter of apology** as a means of restitution for their behaviour.
- For repetitive misbehaviour, **involvement of parents** can act as both an effective strategy and a sanction. Disapproval of both teacher and parent can be a powerful force!
- **Individual "Good Behaviour" books** as a means of communication between home and school can be introduced to encourage change in behaviours by rewarding the child for targets achieved. This may include the STEPS behaviour modification scheme.

The Head teacher is informed of any serious incidents of misbehaviour and will phone parents immediately or send a letter by post if parents cannot be contacted by phone, always with an invitation to discuss the incident.

For persistent misbehaviour during the lunchtime period, following failure to comply with our standards of behaviour and after a formal warning, exclusion from school during the lunchtime period will be considered by the Head teacher.

Unacceptable Sanctions

In dealing with misbehaviour, staff will never resort to any form of **physical reprimand** or **negative verbal rebukes** including the use of sarcasm, "belittling a child", or actions which would lead to undue **emotional upset**.

Levels of Acceptability

From staff discussion we have established what we would regard as unacceptable in terms of pupil behaviour. The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern.

Bullying

"There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children" ('Bullying in Schools – A Positive Approach').

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by vigilance and awareness.

We are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying that are regarded as serious will warrant the involvement of parents.

Attitudes towards Adults

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

We do not accept discourteous behaviour, such as answering back, challenging an adult's decision, raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

Unacceptable Language

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

Good Manners

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say "please", "thank you", "excuse me" and we will reinforce their usage at every opportunity.

Noise

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a "working hum" would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

Respect for the Property of Others

We do not tolerate stealing or any infringement of others' property. When such incidents occur they are dealt with swiftly, positively and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

Special Educational Needs

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school's SENCO to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need will be treated without prejudice.

Health and Safety

The physical environment of our school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our Health and Safety Co-ordinator and Governing Body Premises Committee make regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school's recreational facilities. Our Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day. The use of skipping ropes and ball games are encouraged in order to divert children away from aggressive play and to encourage good sportsmanship, co-operation and responsibility. These privileges can also act as sanctions when required

Monitoring

Monitoring the behaviour of the children in our school is the responsibility of all that work within it.

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Midday Supervisory assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal monitoring of our Behaviour Policy will take place at regular intervals and at least once a year through the analysis of SIMs and other data. We will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings as necessary.

This Policy was developed by the staff and Governors of Normanby Primary School in consultation with parents, in accordance with sections 2 and 3 of the Education Act 1997. It was revised in March 2006. It was revised in 2009. It was revised in March 2011. It was reviewed in September 2011. It was reviewed January 2014 and again in March 2016.

Appendix 1: Anti-bullying Policy

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The Role of Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Headteacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff members are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher ensures that all staff members receive sufficient training to be equipped to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. These are stored on the SIMs.

If any staff member witnesses an act of bullying, he or she do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents. All recorded instances are reported to the Head teacher via the SIMs.

If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation and agree appropriate action to be taken. In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Behaviour Support Service.

Staff members attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

This Policy was developed by the staff and Governors of Normanby Primary School in consultation with parents, in accordance with sections 2 and 3 of the Education Act 1997. It was revised in March 2006. It was revised in 2009. It was revised in March 2011 and again in October 2011. It was reviewed in January 2014 and again March 2016.