



Shepeau Stow and Gedney Hill CofE Primary Schools Federation

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Behaviour Policy

The aim of this 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.

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. 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.
5. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
6. Bullying, rudeness, fighting, swearing is never acceptable and should always be dealt with when encountered.
7. Mrs Buddle reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult Mrs Buddle when behaviour causes concern.
8. All classes to display the same Golden Rules across the federation, ensuring all staff are following the same behaviour system throughout our schools.

**** See appendix A for links to further Golden Time information****

Guidance for the playground

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.
4. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will remove a privilege in line with Golden Time rules. If behaviour persists they will be referred to a teacher.

Rewarding Good Behaviour

Golden Time (expected for all)

Quiet word, smile and 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 – an example of this is an extra playtime at the end of the week.

Acknowledgements and awards in assembly

Children who do not have any Golden Time removed over a 6 week period of time will receive a letter home in the post from Headteacher.

What to do when behaviour is unacceptable

Immediate verbal or non-verbal check of misbehaviour.

Warning.

Loss 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 break time due to poor behaviour during lesson time or miss a special activity.

Time out.

Referral to Mrs Barmby/Mrs Buddle

Parental involvement - parental consultation required to agree a strategy of support for child, including a monitoring diary for behaviour.

Referral to outside agencies.

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 Mrs Buddle.

**** See Appendix B for further our ladder of escalation for poor behaviour****

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 Mrs Buddle in matters of pastoral care and also have access to SENCo, Educational Welfare Officer, Pastoral Support 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. Bullying is behaviour which is intended to hurt another person, and results in pain and distress to the victim and is not a 'one-off' incident.

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.
- ◆ Think hard about whether your action needs to be private or public; who are the pupils' involved?
- ◆ 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 she/he 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 Mrs Buddle 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 created in which no participants feel threatened. There should be no 'put-downs' allowed.

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

Signed:.....

Date: September 2017

Appendix A

Golden Time

Golden time works best when it is linked to circle time. A list of available activities should be displayed. Please limit these and rotate them. Pupils should "sign up" during the week with a limited number of pupils per activity.

Non-negotiables

Successful Golden Time should be well planned and prepared as with any other area of the curriculum.

All classes will display the Golden Rules in a similar format depending on the age of the pupils.

Swallows, Eagles & Kingfishers will have 45 minutes Golden Time on Friday afternoons. Staff who are working in class during this time, will undertake a planned activity with pupils.

Robins, Puffins and Penguins will have 15 minutes Golden Time daily linked to an afternoon break time.

An adult will be with the children who have lost minutes. These children will sit and reflect until it is time to join in their activity.

Appendix B Ladder of Escalation

Level 1	Level 2	Level 3
Fidgeting / fiddling Telling tales Dropping litter Noisy e.g. talking/shouting Failing to keep on task Unkind remarks Time wasting Telling lies Running in school Pushing in line Borrowing without permission Leaving work area untidy Any persistence of low level behaviours would move into Level 2	Persistently: <ul style="list-style-type: none"> • Shouting out • Distracting others • Poor effort • Unprepared for work Fighting Bad language Rough play Disregarding supervisors Threatening/aggressive behaviour Refusal to co operate Vandalism – graffiti etc. Repeated incidence of these behaviours would move in to Level 3 (3 blue forms with a similar incident)	Serious assault Vandalism e.g. extreme damage to school property/toilets Serious physical/verbal threats made to staff Racism Bullying Drugs/solvents Violent outbursts- verbal/physical Leaving school without permission Stealing Forms of discrimination
Low Level	Moderate Level	Serious Level
Frown Verbal Withdrawing attention Repeat activity properly Sit alone/stand out Reward others Warning Related sanction e.g. completing work, cleaning up mess	Sit alone desk Loss of break time/ lunchtime Extra work Buddy system Reflect and write Loss of privileges Referred to Assistant HT Loss of golden time Behaviour timetable Notify parents – notify Assistant Headteacher and Executive Headteacher if following this course of action.	Isolation from peers for the rest of the session Headteacher meeting with parents Involve SENCO Education Plan/PSP Weekly behaviour report Involve outside agency Exclusion- either fixed term or permanent Referred to Exec Headteacher