

Behaviour Policy

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1. Mission Statement

We want our school to provide an attractive, safe and caring centre of excellence, where adults and children value themselves and each other.

We believe high expectations of behaviour and achievement promote the best opportunity for every child's future success.

Key Beliefs

At Townsend Primary School we believe that:

- Children and young people want to behave well,
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
- All adults can learn strategies to support young people to improve their behaviour

Aims of the School

- To have high expectations of achievement for every child within a broad balanced curriculum matched to the interests and capabilities of the children.
- To create a quality, stimulating and safe environment where each child can achieve her/his potential and enjoy success.
- To provide opportunities for each child to develop his/her self-esteem and confidence in their ability to deal with a variety of social and learning situations.
- To promote and encourage parental and community involvement
- To encourage a sense of purpose, self-discipline and respect for others within the school and wider community.
- Our organisation and curriculum aim to help children understand, appreciate and respect difference whether based on gender, culture, class or ethnic background to promote respect and appreciation of diversity.

2. Introduction

Townsend Primary School has high expectations of children's behaviour. The purpose of this policy is to clarify what the school means by good behaviour, and how it enables us to fulfil our aims within a framework of rights and responsibilities of governors, parents, staff and children at the school. It also explains how the school encourages good behaviour and discourages poor behaviour.

It provides a consistent and positive framework outlining how we should **all** behave towards one another and gives children, parents, staff and Governors clear expectations and goals.

3. Rights and Responsibilities

A. CHILDREN'S RIGHTS

Children have a right to:

- A school environment, which is pleasant, clean, warm and suitable for learning, and in which they and their possessions are safe.
- Be happy, secure and free from emotional and physical bullying and to expect not to experience racist, sexist or any other type of discriminatory behaviour.
- **Be listened to, realising that they may need to wait for the right time to be heard.**
- **Be treated with respect and receive fair and consistent treatment from all adults and**

children.

- Receive education appropriate to their level of ability and be given praise and feedback. All attempts will be made to provide extra support where necessary.
- Be advised and supported by staff if they are in physical or emotional need within the school environment.

A. CHILDREN'S RESPONSIBILITIES

Towards others:

- Treat other children with courtesy and respect in school.
- To move around with care so as not to endanger the safety of themselves, other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To not treat anyone in a racist, sexist or any other type of discriminatory way.
- To recognise and respect the staff and other adults in the school and co-operate with their requests.
- To listen carefully to what others have to say and respect their views.

Towards learning:

- To be punctual and ready for learning and to work to the best of their ability.
- To take care with the presentation of their work and to work calmly and quietly.
- To value their own work and that of others and to finish work within a reasonable time limit.
- To organise themselves and their resources so that they can get on with their work, and to voice any concerns about their work or about anything which may prevent them from doing this.

Towards the school environment

- To walk when moving about the school
- To talk quietly in all areas of the school.
- To take care of equipment and the school building and keep the school and its grounds tidy.
- To avoid wasting resources, e.g. paper and pencils.

B. PARENTS RIGHTS

Parents have a right:

- To expect that their child will be given a fair chance to take part in a wide variety of activities, which will reflect the requirements of the National Curriculum.
- To be informed regularly about their child's progress and behaviour at school, and if there are any concerns, advice and support will be offered, whenever possible.
- To be offered regular, mutually agreed, times for informal discussion about their child, the curriculum available and the ways in which the classrooms operate.
- To expect to be able to assist with their child's education through school/parent link schemes e.g. P.A.C.T - home reading, helping in class.
- To be treated with courtesy and respect by all members of staff.

PARENTS RESPONSIBILITIES

We ask parents to be responsible for:

- Encouraging and supporting their child towards independence and self-discipline.
- Getting children to school on time for learning in the classroom at (9.00 a.m.) and to collect them on time (3.30pm).
- Showing an interest in all that their child does in school.
- Making sure their child has adequate sleep - each school day is very tiring.
- To be aware of school policies and to try to support all staff in their efforts to create a caring

community, which values children and their rights. Copies of all school policies can be obtained from the school office.

- To be aware of the school rules and expectations.
- To try to read all newsletters/messages that are sent home. There are always copies of these displayed on parent's notice boards.
- To be prepared to discuss issues or problems politely and calmly with staff and other parents at the school.
- To act as role models for their children and speak with other parents and children in a polite and calm manner.
- To be aware of the convenient times to talk with staff, e.g. before or after school - not at 9.00 a.m. It may be necessary to make an appointment if you think the discussion may take some time.
- To support the school in putting the behaviour policy into practice.
- To foster good relationships with the school

C. STAFF RIGHTS

Staff have a right:

- To be treated fairly and with respect by children and adults.
- To attend school without fear of verbal and physical abuse.
- To be able to deliver the curriculum in an appropriate environment; comfortable, safe, disciplined and quiet.
- To have acknowledged that continuous low level disruption is just as bad as serious violent outbursts.
- To be informed about matters that will affect you; lines of communication should be kept open at all times.
- To receive support and understanding from both parents and colleagues.
- To have our possessions, breaks and non-contact times respected

STAFF RESPONSIBILITIES

All staff have a responsibility:

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons with a swift pace and an explanation of the purpose of the lesson at the beginning generate good behaviour and earn respect. Create an attractive environment where the child wants to be and stay

- To treat everybody fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To try our utmost to ensure that children are emotionally and physically safe in school.
- No physical restraint is used. In confrontational situations pupils are dispersed
- To use agreed school rules and sanctions clearly and consistently.
- To praise good behaviour and good work.
- To listen to all children's views on inappropriate behaviour and communicate decisions, explaining them properly to children, parents and other members of staff.
- To work in partnership with parents, forging good relationships in the interest of the children.
- To listen and take seriously parents' concerns; at an appropriate time, i.e. not during lesson time.
- To deliver a balanced, interesting and relevant curriculum at the appropriate level with the appropriate materials.
- To help children understand, appreciate and respect differences based on gender, culture, class or ethnic background
- A well-informed understanding of their needs
- The scaffolding we put in place

- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules • Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

D. GOVERNORS RIGHTS

- To receive communications from staff, parents and children.

GOVERNORS RESPONSIBILITIES

- To provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy
- To receive and deal with complaints and compliments.
- To ensure the school is operating within education bills and in accordance with Southwark Policy.
- To support and promote equal opportunities in all aspects of school life.
- To support/help and attend any school function.
- To monitor health and safety standards of the school building and grounds.
- To monitor the behaviour policy and procedures.
- To ensure that there is fair distribution and allocation of finances.
- To monitor levels of achievement.

4. WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

In school we try to encourage positive behaviour in the following ways:

Setting positive expectations in class, i.e. Focusing on good behaviour e.g. "Well done, Susie for sitting quietly" rather than "Do not...", and clearly displaying these expectations for all to see in the form of class rules.

- Building positive relationships with parents built on trust.
- Sharing children's positive behaviour and attitudes to work by presenting certificates in our achievements assemblies on Friday.
- Celebrating children's work at sharing times in the classrooms and in class assemblies held each week.
- Merit stickers from Headteacher for outstanding work/behaviour.
- Praise or telephone calls to parents identifying achievements. .
- Individual class award systems e.g. certificates stickers, award charts, golden time
- Class teamwork award for lining up/moving around School each week.
- Giving pupils responsibilities: monitors, peer mediators,
- Individual targets/reports chart/book
- Giving plenty of praise where it is due for good work and behaviour. The Headteacher and other teachers also reinforce good behaviour in this way.
- Keeping parents informed about good behaviour, particularly where this is an improvement.

5. WHAT WE DO TO DISCOURAGE INAPPROPRIATE BEHAVIOUR

When a child's behaviour is unsatisfactory, staff at the school will use a wide range of sanctions to discourage the child. Staff will usually choose the most appropriate means from the following:

- Always follow the school behaviour systems –be consistent.
- Use non-verbal warning by writing name on behaviour board
- Isolation, within the class, or separation from other children if they are being disruptive.
- Follow sanctions as set out in appendices.
- Spoken warning about behaviour or attitude to work, in the class or when the child is **on his/her own**.
- Part of playtime missed
- Regular monitoring of inappropriate behaviour by the class teacher results in a meeting with the parent and teacher.
- Monitoring of sanctions and inappropriate playground behaviour results in a meeting with parents or carers.
- Inappropriate behaviour such as fighting, intimidation, racist, sexist or bullying will be investigated by the Headteacher or Deputy Headteacher. If they are unavailable then a Senior Leader will investigate.

Bullying

Every child needs to know that all of the adults in school will help when bullying happens.

Through individual counselling, class discussions, circle time and assemblies we encourage children who are bullied physically or verbally to ask for help from staff and other children. Children who bully are kept away from any children they are upsetting and are given chances to discuss their own problems with their class teacher, learning mentor or senior teacher. Parents are informed of any incidents and if their child persists then we will invoke a range of sanctions which include –

- Removal from the group
- Restorative justice followed by support for the victim and person bullying
- Withdrawal of playtimes or lunchtime breaks.
- Withholding participation in school events that are not an essential part of the curriculum.
- Fixed term and permanent exclusion from school.

Any incidents of bullying will be recorded and the Governing Body will be informed.

[For more details see Anti-Bullying Policy]

6. Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

- Pending investigation of malicious allegations against a member of staff. If allegations are found to be malicious, this will lead to permanent exclusion of the pupil.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at Townsend Primary School

In the event that Townsend Primary School is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body and Local Authority.

Appendix 1

Positive School Behaviour Policy

Rationale

We want our school to provide an attractive, safe and caring centre of excellence, where adults and children value themselves and each other.

Discipline is a key feature of school life about which there should be a clear, shared understanding between Headteacher, staff, parents, governors and children. We believe high expectations of behaviour and achievement promote the best opportunity for every child's future success.

1. The curricular objectives of school cannot succeed if they are impeded by poor discipline.
2. The opinions of parents and the community about the effectiveness of a school are strongly influenced by how the pupils behave.
3. Shared, consistent whole school values are likely to have a positive effect on individual pupil's behaviour.
4. A consensus about behaviour management will generate a high morale and a sense of purpose amongst staff and pupils.
5. A well established policy will be supportive to new members of staff and new pupils.
6. Poor pupil behaviour is an important stress factor for both other children and staff.
7. All Staff at this school are required to follow the policy which encourages a calm positive approach to behaviour management wherever possible with a strong emphasis on the positive.

A Statement of Expectations of Pupil Behaviour

A respect of others and a personal responsibility for the child's own behaviour thus, aggressive behaviour – verbal, physical and mental is not acceptable. Children and staff are expected to promote a calm, caring, sharing ethos.

The above statement should ensure a safe and happy school in which the child can learn and develop.

The school and its community e.g. pupils, staff, plus all those others who assist in school are encouraged to be polite and well-mannered at all times.

Classroom Rules

1. Follow instructions first time
2. Work and talk quietly without wasting time
3. Call everyone by their chosen name
4. *One classroom rule made up by individual class.*

These rules are located in the Staff Shared file and can be printed when complete. They should be prominently displayed in every classroom. They should be referred to on a regular basis, so as to be clearly understood by all children.

Behaviour Management in Class

Each class will have its own 'whiteboard' divided into two sections.
A happy face and the other a sad face.

Steps to follow



Praise

1. Name
2. Name ✓
3. Name ✓✓
4. Name ✓✓✓ Well done certificate/sticker
5. Name ✓✓✓✓ Sticker at the end of the day from Headteacher



If Child does not follow the rules and continues with inappropriate behaviour.

Step 1 Verbal warning and name under sad face.

Step 2 X next to name and separation within their own class/10 mins

Step 3 X miss part of playtime in middle hall – 2 -10 mins max

Step 4 X sent to another class

Step 5 X Sent to Headteacher or Deputy Headteacher.

Step 6 Letter or telephone call home asking to see parents as agreed with Headteacher.

Every day each child starts the day with a clean slate.

In the event of severe physical aggression – sent immediately to Head

Guidelines for Staff

1. No child's name should go on the Board for doing wrong before **two children have been praised.**
2. Well done certificate to be sent home at the end of the day.
3. Always praise positive behaviour and achievement.
4. Always impose consequences automatically when rules are broken.
5. Always follow series of steps and do not jump straight to step 4.
6. Keep a record of well done certificates and send to see the Headteacher for further praise or certificates.

Positive Behaviour Management - Rewards and Sanctions

The effectiveness of a behaviour policy depends upon the staff implementing that policy. Staff at this school have a corporate duty to ensure that all children (not only the children in their class) follow this policy.

Rewards

1. Verbal praise
2. Approval by other staff – children love to go to other teachers' for praise and reward.
3. Approval by the Headteacher or Deputy either by individual praise and merit sticker or by requesting the Head/Deputy to come to the classroom for whole class praise.
4. Individual teacher reward system i.e. stars, reward charts etc. for each class, group or individual.
5. Certificates that can be taken home.
6. Encourage children to acknowledge/value each other's contribution/achievements.
7. Work to be shown to class and displayed on class boards.
8. Invite parents to share regularly individual children's achievements i.e. go out to parents and say "I am so pleased with

Guidance on Sanctions

1. Sanctions should be applied calmly rather than in anger.
2. Private reprimands are often more effective than public ones (although care must be taken to ensure that the child is not finding the individual attention rewarding rather than punishing)
3. Sanctions should be applied consistently and should be FAIR.
4. Whenever a sanction is used the focus should be on the misdeed not the child.
5. If possible the reprimand should include a message about what the child should do in the future.
6. Sanctions are generally more effective if given immediately after the misdemeanour (although for older children the anticipation of a deferred punishment can be effective).
7. Wherever possible sanctions should 'fit the crime'.

Sanctions

1. Class reprimands as identified in classroom rules.
2. Change of seat
3. Repeat of work
4. Loss of privileges (golden time, monitor duties etc.)
5. Interruption of playtime/lunchtime
6. Verbal, personal/racial abuse should be dealt with at the time through discussion with the offended party present.
7. Punishment fitting the crime - cleaning off graffiti, picking up litter etc.
8. Record low-level inappropriate behaviour on class sheet – handed in each week
9. Referral with written incident form, to senior staff member or Deputy/Head for extreme violence, disrespect of property, abuse to member of staff.
10. Contact with parents – this may take a variety of forms, verbal contact (in playground after school for example) arrange meetings, weekly reports or daily reports after consultation with HT or DH.
11. Suspension – leading to exclusion. This becomes a legal issue and needs to be investigated and well documented.
12. Wherever possible, when a child has been sanctioned, the teacher should endeavour to react in a positive manner e.g. Look for ways to praise however small it may be.
13. **Never** leave pupils outside rooms. The 'problem' needs a solution not complicating. Seek help if you need **it** and do all you can to
14. Use humourit builds bridges
Keep calmit reduces tension
Listenit earns respect

Appendix 2

1. Play safely and walk calmly around the school
2. **Treat EVERYONE with respect**
3. Achieve by always trying your best when learning
4. Enjoy your friends and have fun together.
Use the 'Caring Hand' to sort out any arguments
5. Keep your hands and feet to yourself
6. Look after our school and school equipment
7. Be proud of yourself and your school

Appendix 3

Governors' Statement of Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at Townsend School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Townsend School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- ✓ Every child has the right to learn but no child has the right to disrupt the learning of others
- ✓ Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- ✓ Townsend school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- ✓ It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- ✓ We seek to give every child a sense of personal responsibility for his/her own actions
- ✓ The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of physical restraint.
- ✓ Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- ✓ The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- ✓ The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- ✓ The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- ✓ The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- ✓ The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations