

INGS FARM PRIMARY SCHOOL



PUPIL BEHAVIOUR POLICY

Aims

At Ings Farm Primary School we aim to develop in children an acceptance and responsibility for their own decisions and actions. The school tries to provide a supportive atmosphere where children can be respected as individuals and where they can develop confidence to give of their best, both academically and socially.

All staff and children are expected to develop this ethos and have agreed on the following school rules, of which parents are also aware:-

We will try to be friendly and welcoming to everyone who works and visits our school.

We want to treat others as we wish to be treated ourselves.

We will look after and care for our school buildings and grounds and all the books and resources we have.

We will try to walk calmly inside our school building.

We will respect other people's property and belongings.

The Management of Behaviour in School

The most successful way to manage behaviour is with praise and positive reinforcement. The vast majority of our children respond to this and it develops a pleasant supportive atmosphere around the school.

To aid this process the school has the following reward system.

Firstly, each class has negotiated their own set of codes and rewards. At the start of each school year each teacher formulates a code of conduct, negotiated with their children, based on the aims of this behaviour policy. The class must also agree on a system of rewards and sanctions appropriate and personal to them.

The class code must:

Be negotiated with the children

Be understood by the children

Be owned by the children

Be positive

Have an agreed reward system

Have an agreed realistic set of sanctions.

Rewards

The following are intended to provide a set of rewards available throughout school. Children may add to this when they formulate their class code.

- *Award of house points for good work/behaviour*
- *Use of school bookshop to support class codes.*
- *Use of merit stickers/certificates to support class codes (both from the Head Teacher and the rest of the staff).*
- *Visits to other/previous teacher(s) to share achievements.*
- *Involvement in 'Golden Time'. Golden Time involves the setting aside of approximately half an hour a week for children to choose from a carefully selected range of stimulating activities. This is intended to be a fun, extra-curricular event that children look forward to. Children who show persistently poor behaviour may have some or part of this privilege removed (see negotiated class sanctions).*

Negotiated Class Sanctions

Individual children who fail to respond to praise and positive reinforcement and/or persistently break school rules can be dealt with using 'the negotiated class sanctions'. These could include the following:

- *The removal of part or all of 'Golden Time'. Children who show poor standards of behaviour may have time removed from that allotted, usually in five-minute blocks, although this can be increased or decreased if necessary. During Golden Time they then sit and watch until their 'lost time' has past, at which point they can join in.*
- *Temporary relocation of the child within the classroom (to relieve any social tensions).*

Whole School Sanctions

These are enforced as a consequence of going beyond the class code of conduct i.e. the class negotiated sanctions have been completed. If this stage is reached a pastoral support log should be opened to record incidents, outcomes and responses (please see attached sheets). This is not meant as a purely negative record but as a platform for positively modifying the child's behaviour.

When considering these options it should be remembered that any contact with parents should be made at the nearest opportune moment. The management of behaviour problems is most successful if the school and the parents/guardians agree on the methods and strategies to be used. Additionally, discussion with parents often reveals reasons for behavioural problems that help teachers understand and deal with them most effectively. The following strategies could be used:

Time Out

Co-operation between colleagues should enable staff to ask each other to take children with challenging behaviour at times of stress, to give the teacher and other children in the class a break and also to allow the emotional temperature to fall. Time out strategies can be used in a variety of ways:

- *Time out in another class, the terms of which need to be negotiated with a colleague. Behaviour problems in children should not be seen as a sign of weakness in a staff member's class management (see appendix 3).*
- *Pairing with duty teacher or specified midday supervisor at breaks and lunch times.*
- *Time out from morning break or lunch times for a specified period and, if necessary, a letter sent to the child's parents explaining why.*
- *Exclusion at lunchtime, subsequently inviting parents into school to receive explanation (see appendix 1).*

Behaviour Charts and Certificates

These can be used to modify class behaviour over a significant period of time and are monitored by the teacher, Head and parents. The child is given regular targets to meet and if they succeed they are given either a certificate or merit stickers (which can be recorded on a chart). Children should always take part in the target setting process, as this will help them to understand why a particular objective has been set. Likewise they should be given feedback following the completion of a target that has been achieved or the appraisal of one that has not.

Curriculum Performance

If behaviour is affecting the child's curriculum performance children can be given daily/weekly targets based around their work. In this case the Head Teacher and the child's parents are kept informed of any progress.

Attendance/lateness

In the event of persistent lateness or absence an Educational Social Worker will be contacted. Personal attendance record cards can be used alongside this process.

Children Displaying Behavioural Difficulties

Children whose behaviour persistently gives cause for concern should be discussed with the Special Needs Co-ordinator who may feel that monitoring is necessary. Further information can be found in the school's Special Educational Needs Policy.

Bullying

We operate a 'zero tolerance' towards any form of bullying, be it physical or emotional. Children need to be constantly reminded that any form of bullying is totally unacceptable and will not be permitted. Any instances of bullying will be fully investigated by staff and reported to the Head Teacher. In the case of a complaint being made a pastoral log should be opened for the victim as well as the perpetrator. More information is available in the school's anti-bullying policy and in appendix 2.

Midday Supervision

We acknowledge the excellent job performed by our midday supervisors and the difficult conditions under which they work. It is up to the teaching staff to remind

children to treat midday staff in a polite way and to follow their instructions. Points such as ensuring that children know (and use) the names of the midday staff help, as does letting children know that midday staff and teachers do communicate. The school has committed itself to providing quality training for midday staff, an approach that often includes attendance at whole-school staff training sessions. In addition the midday staff are regularly invited to whole-school assemblies to meet and talk with the children.

Midday staff who have a problem with a child should fill in a memo slip and hand this to their class teacher who will then ensure that the situation is dealt with appropriately.

Playtime Supervision

One teacher from Key Stage 1 and two people from Key Stage 2 will be on duty at playtime. All teachers on duty should be available on the yard promptly, (perhaps by asking a colleague to see their class out to play if need be).

Children should check the wall adjacent to the field to see if the sign prohibiting use is displayed. Footballs no larger than size 3 are permitted at playtime and they should only be used when the field is in use.

At the end of playtime children should stop at the first blast of the whistle and walk sensibly into school on the second blast.

End of School Supervision

KS1 teachers supervise their individual class children until a parent or appointed guardian/carer comes to collect them.

The member of the senior management team on lunchtime duty will also go and stand at the front gate to ensure that all children leave the premises safely.

Behaviour Modification

In addition to the sanctions and rewards outlined above the school now endeavours to modify children's behaviour by an approach known as 'Circle Time'. Classes try to include Circle Time on a fortnightly basis but depending on the issues facing the group it may occur more or less frequently. This approach tries to encourage both social and emotional development of all children using a variety of techniques. The foundations of this are based around children sharing their feelings with others, followed by the rest of the group responding with ideas to solve or alleviate the problem or concern. This can do the following:

Boost interpersonal skills

Strengthen relationships

Enhance confidence

Develop understanding of child-based issues such as bullying, loneliness etc.

This 'pre-emptive' approach to modifying behaviour is designed to educate children before any problematic situation arises, as well as helping them to deal with difficult situations in a more sensible fashion in future.

Appendix 1

Approach to Poor Lunchtime/ Break time Behaviour

The school approaches persistently poor behaviour at these times with the 'Three Strike Model'.

This consists of the following:

Before any strike is administered parents are contacted in an appropriate way to make them aware of their child's behaviour. We seek the crucial support from parents/guardians at this stage. Following further deterioration of personal pupil behaviour we introduce:

Strike 1

Parents will be informed that their child will be withdrawn from school break times (both lunchtime and morning break time) for five school days. During this time, they will be supervised by an appropriate member of staff.

Strike 2

If in the rare event a second strike seems imminent, parents are invited to meet with the head teacher to discuss the matter with the hope of seeking support for the pupil in order to avoid this serious step. However, should this fail:

The same action as above is initiated but with an extended withdrawal period of ten school days.

Strike 3

If, following the administration of the above arrangements, persistent poor behaviour continues then strike 3 will be used. At this stage parents will be invited into school to negotiate the following arrangements:

Children will be supervised at break time, for a fixed period, as specified by the Head teacher.

Children will be excluded from the school grounds at lunchtime for a similar length of time.

At this stage parents will need to make alternative arrangements for children at lunchtimes. The school will inform the LEA of any such arrangements as soon as possible.

Appendix 2

Pastoral Log

If children display persistently poor behaviour or a complaint about bullying is made a pastoral log (please see attached) is opened by the class teacher. This is updated on a regular basis and shared with parents whenever appropriate. Copies of this are passed on to the Behaviour Coordinator on a half termly basis and to the child's next class teacher at the end of each academic year. If there is a serious incident or a significant

deterioration in the behaviour of a child, a referral to the behaviour coordinator will be made immediately. Similarly, if a complaint regarding a bullying issue has been made, and this is substantiated, then an immediate referral is made. This will then be taken up by either the head teacher or the deputy who will contact the parents accordingly, acting in line with the school's behaviour policy.

Appendix 3

Time Out

Children who persistently disrupt lessons will be subject to the following:

STEP 1

Five minutes withdrawal in the classroom

If further disruption occurs:

STEP 2

A minimum full lesson in another designated classroom

If the child continues to disrupt, either in the alternative lesson or when they return to their classroom the same day:

STEP 3

A half day (for KS1) or a full day (for KS2) with assigned work in another designated classroom.

The designated classroom will generally be the allotted Key Stage Coordinator (e.g. a Key Stage 1 child will go to the Key Stage 1 coordinator).