

# 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 appendix 1). 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 enables staff to ask each other to take children with challenging behaviour for periods of 'time out', to give the teacher and other children in the class a break and, also, to allow lessons to continue without further disruption. 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.

### **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.

### **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, when dealing with behavioural issues, follow the guidance below:

- Low Level Behaviour (examples being overly aggressive games, friendship fallouts): Dealt with independently, feedback to class teacher if deemed necessary.
- Medium Level Behaviour (examples being ignoring warnings regarding low-level incidents): Inform the Senior Midday Supervisor, feedback to class teacher/ Duty SLT member accordingly.
- High Level Behaviour (examples being using violence, foul language, refusal to follow a reasonable instruction): Inform the Duty SLT member, feedback to class teacher/contact with parent made accordingly.

### **Playtime Supervision**

A minimum of one teacher from Key Stage 1 and two people from Key Stage 2 will be on duty at playtime; supplemented by at least two teaching assistants. 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).

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.

### **Behaviour Modification**

The school utilises its PHSCE curriculum to improve behaviour across the school.

This is designed to 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 behaviour modification 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.

### **Exclusion**

In extreme circumstances, the school may need to exclude a child from school. The Galileo Multi-Academy Trust has adopted Redcar & Cleveland Borough Council's exclusion guidelines and, in the event of either a fixed term or permanent exclusion, the school would adhere to this.



## Appendix 2

### Approach to Poor Lunchtime/ Break time Behaviour

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

This consists of the following:

Before any of these steps are used 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:

#### Step 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 on the playground.

#### Step 2

If, in the rare event, poor behaviour continues, 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 will be initiated but with an extended withdrawal period of ten school days.

#### Step 3

If, following the administration of the above arrangements, persistent poor behaviour continues then parents are invited into school. At this stage, a further period of supervision at break time, as specified by the Head teacher, would be agreed or, in extreme cases, the child will be excluded from the school grounds at lunchtime for a similar length of time (in this case this would be recorded as a formal exclusion).

## Appendix 3

### Time Out

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

#### STAGE 1

Five minutes withdrawal in the classroom

If further disruption occurs:

#### STAGE 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:

#### STAGE 3

A half day with assigned work in another designated classroom (The designated classroom will generally be the allotted Key Stage Lead (e.g. a Key Stage 1 child will go to the Key Stage 1 Lead).

#### STAGE 4

If the stages above are being used on a regular basis, and little improvement is being seen in the child's overall behaviour pattern, then the school would, as a last resort, consider a fixed term exclusion. In this case, an alternative school placement would be sourced, wherever possible. Please see the exclusion guidance section for more details.