



AMBLECOTE PRIMARY SCHOOL – BEHAVIOUR POLICY

AIMS

- To provide a secure, happy and caring atmosphere where children and adults can flourish and develop their learning and talents to the utmost.
- To achieve clear high standards of behaviour through simple rules and a consistent approach to behaviour issues.
- To promote good manners.
- To ensure adults and children treat each other fairly and with respect.
- To employ a whole school system of rewards and consequences.
- To ensure that all behaviour issues including bullying are dealt with as soon as possible.
- To share policy and practice with parents.

At Amblecote we do not tolerate:

Bullying

Physical or verbal abuse of any kind

Behaviour which disrupts learning

Behaviour which causes emotional distress

Persistent disrespect or ill mannered behaviour

Bullying – definition – see **Anti-Bullying Policy**

Bullying is a **repeated** action, which intimidates or threatens another. It is a wilful, conscious desire to hurt or frighten someone who is perceived to be weaker. It can be

- Physical: pushing, kicking, hitting, pinching, any form of violence, threats;
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing;
- Emotional: tormenting, threatening ridicule, humiliation, exclusion from groups or activities;
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact, abusive comments
- Homophobic: taunts, gestures, innuendos.

However, **not all aggression is bullying.**

Racial abuse – definition

Racial abuse is any action, physical or verbal which is grounded in the belief that persons belonging to a particular creed, ethnic group or culture, are inferior or abnormal. This may range from using an ethnic name as an insult e.g. 'paki' as an insult amongst white pupils, or ascribing disrespectful characteristics to a specific culture e.g. 'dirty gypsy'; to physical aggression between pupils of a different creed. Incidents of racial abuse will be reported to Governors and to the LEA to conform with current Racial Equality Laws.

Identifying a bullying problem – see Anti-Bullying Policy

Pupils who are being bullied are not always prepared to tell an adult. Once they do, it must be taken seriously, even if you do not feel the actions or words are of a bullying nature. If the recipient feels they are being bullied that is enough evidence to warrant investigation.

Signs of bullying might include:

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining about missing possessions;
- being easily distressed ;
- damaged or incomplete work.

Code of Conduct

All rules at Amblecote stem from the basic premise:

Respect all people at all times.

There are basic rules which lead to an ordered and safe learning environment in school:

- Always walk around school.
- Keep all areas inside and outside school tidy.
- Use all equipment safely.
- Take care of everyone's belongings, especially your own.
- Play fairly, being aware of other people.
- Never leave school without permission.
- Be polite and listen to others without interrupting

Classes or Key Stages may add their own rules, which are pertinent to their particular group, or area of school.

Use of reasonable force:

It may be necessary to use reasonable force to control or restrain a child for their safety and the safety of others, to prevent them from hurting themselves or causing disorder. We have the legal power to use reasonable force in these circumstances. Control means passive physical contact i.e. standing between two children or taking a child's arm to guide them.

Restrain means to physically hold back

Acceptable forms of intervention in this school include:

- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- Holding a pupil who has lost control until they are calm and safe
- Physically moving between and separating pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil running into a busy road or hitting or hurting someone
- Using more restrictive holds in extreme circumstances

Any circumstances of reasonable force MUST be detailed in writing immediately after the event and a member of the Senior Management MUST be informed. The Head will decide if the child's parents need to be informed.

Dealing with behaviour issues

If a child is injured, it is important that their injury is dealt with first.

The following procedure should then be followed.

1. Do not assume that you know who is in the wrong before investigating the incident.
2. Ask each pupil to recount what happened, without interruption.
3. Relay back to the pupil what you believe they are telling you, and clarify any issues.
4. Check that all 'stories' match.
5. If not, ask for further clarification.
6. Ensure that all pupils feel they have had a fair hearing.
7. Record main points on incident sheet or in book (lunchtime supervisors)
8. Decide what action is to be taken next. (See procedures and rewards/sanctions)
9. Explain to the pupils why this action was taken.
10. Record what action was taken next.
11. Refer incident on if necessary.

Dealing with bullying issues – see Anti-Bullying Policy

Follow the above procedure, but :

- ensure that bullies and victims are interviewed separately;
- obtain witness information
- record the interviews on statement sheets
- make sure that all staff involved with the pupils are aware of the incident

The bully should be helped to recognise their unsociable behaviour and offered support to modify that behaviour. Effort should be made to find out why the pupil has bullied.

Pupils who have been bullied should be given advice as to how to prevent being bullied in the future.

Parents of both parties should be informed of the incident. The class teacher should be supported by a member of the Senior Management Team.

Incident sheets and reports will be used as evidence if a pupil's behaviour continues to cause concern, and also to inform parents when necessary.

Procedures

Most incidents will be dealt with and no further action will need to be taken. However on occasions it will be necessary for further action.

Action to be taken with pupils who seriously disrupt learning ‘Time Out’

This procedure is to be followed in KS2 if a pupil deliberately continues to disrupt their own learning or the learning of others in their group.

The adult in charge will have already told the pupil that their behaviour is causing concern as it is in some way distracting or interrupting the learning atmosphere in the group.

If the pupil stops this behaviour their action should be acknowledged at the end of the session as a positive result. A session is considered to be a period between normal school breaks.

If the pupil continues to distract others they will be given a verbal warning, explaining that the behaviour is causing frustration to the others in the group and the adult in charge because the learning is being disrupted.

Continued disruption will lead to ‘time out’ in another class for 10 minutes. The pupil will take their work or a reading book and go with an escort to the class two below. Yr 2 will be sent to Yr 1 and Yr 1 will have to go up a year group to Year 2. The pupil will not be acknowledged other than to be placed in an appropriate position to work for 10 minutes. After this time they will be sent back to their own class. If appropriate any work that is missed during the time out should be sent home to complete.

The parents of the pupil sent for ‘time out’, will be informed by standard letter, with a reply slip to be returned to school and kept in the class folder.

If a child receives 3 time out letters in one academic year then the parents will be invited in to discuss their child’s behaviour and support a strategy for improvement.

In KS1 if a child requires a ‘Time Out’ their parent will be invited in at the end of the day so the child can explain to their parent why they were given the ‘Time Out’. If the parent is not collecting the child that day the parent will be contacted by telephone. If telephone contact cannot be made then a ‘Time Out’ letter will be sent.

If any child regularly requires time out of the classroom in order to concentrate and work alone then the parents will be informed so they agree to this strategy being used and the letters will not be required.

As adults in school we are aware that some pupils have difficulty in concentrating for long periods and try very hard to keep on task. We cater for the learning needs of these pupils and provided they do not disrupt others this is not a problem. All pupils are rewarded (e.g. with house points) for improved effort and concentration.

According to the severity of the incident, a pupil may be referred directly to the deputy or to the head who will decide the strategy for dealing with the poor behaviour. It could be a stern talking to, withdrawals i.e. playtime / dinnertime, consequences such a letter of apology or parental involvement.

It is important that all strategies and parental involvement are logged in order to show what steps have been taken to improve the child's behaviour.

Pupils with Special Educational Needs may have to be dealt with in a specific manner in order to understand the issues involved in the incident. Always take advice if you are not familiar with the child e.g. Some children smile when they are nervous and this may be construed as rudeness.

All pupils in school are the responsibility of all adults. It is important that adults deal with poor behaviour as it occurs and do not 'turn a blind eye' if the pupil is in a different class. It is important for pupils and parents to see consistent standards of expectations.

Rewards and Sanctions

Pupils should always be rewarded when they show examples of good behaviour and manners. This may be:

- A personal word of praise or thanks, to recognise their efforts.
- Good behaviour praised within the whole class/group
- House Points
- Stickers
- A praise certificate
- Banking treats / wages

Sanctions should be issued consistently

- Minor misdemeanour – apology acknowledging what they did wrong e.g. 'I am sorry I shouted at you because I got angry when you got the ball off me'
- Persistent minor offences – child explains why they are in trouble. Stays in to draw a picture or write about the consequences of their behaviour.
- Serious verbal abuse – stays in to write an apology to victim
- Physical injury – miss playtimes or lunchtime and writes an apology to the victim.
- **Remember that children should never be left unsupervised**
- Parents to be informed at the discipliner's discretion and asked to support their child's behaviour.
- For more consistent poor behaviour a Behaviour Record Sheet will be used to monitor the child's behaviour over a number of weeks. This will endeavour to support good behaviour in a positive way on a daily basis. Parents will be informed of and asked to support this strategy
- Colleagues to back up sanctions and reinforce consequences of poor behaviour.
- Not all children improve from continued criticism in front of their peers. Withdraw child for a quiet word.
- Withdrawal of any privileges.

Behaviour – A positive approach

- The best way to influence good behaviour is to emphasise the positive aspects. Criticism is more acceptable if it is preceded by praise.

- An ethos of positive encouragement and praise should ensure the children want to be an accepted part of the school community and behave appropriately.
- Each teacher can use their own reward procedures within their class to encourage good behaviour i.e. marbles in a jar, golden minutes, zone boards etc.
- Be aware all children have their own patterns of behaviour learned from outside school influences i.e. home, family, friends etc. Always be sensitive to a child's background.
- Factors at school can also influence a child's behaviour i.e. the atmosphere & ethos, the curriculum – is it matched to each child's ability, the classroom environment and teachers relationship with each child, clear & consistent rules which are understood, playtime & dinnertime practices etc.
- Half ternly postcard from school/head teacher praising effort, attainment & behaviour suggested by class teachers.
- Posters, designed by the children, will be exhibited around school each year to remind all the children about how to behave and the consequences of poor behaviour.

Strategies to encourage good behaviour with individual children

- spend extra time with the child talking and listening
- meeting the child's needs by personalising their learning
- provide a quiet withdrawal area for the child
- Change position within the classroom
- increase praise
- offer rewards / incentives for good behaviour i.e. house points, stickers etc.
- give the child some responsibility that they can succeed in
- negotiate contract with the child i.e. "If I complete my story by playtime I will be able to spend 10 minutes playing with the car/reading in the quiet area/colouring my picture/tidying the bookshelf/learning on an interactive game etc..
- being clear and realistic with the child about the behaviour you wish to change

The role of monitors

Monitors are used in school to assist the adults at particularly busy periods of the day e.g. break times and lunchtimes. Their duties are outlined to them before they commence these duties. Adults in school should be aware that:

- Monitors should not supervise a group of pupils without an adult e.g. in a classroom.
- In carrying out their role, monitorss should not be allowed to clean wounds or deal with first aid issues other than to escort the pupil to a first-aider. At lunchtime this should be one of the midday supervisory team.
 - Monitors should be encouraged to deal with very minor behaviour incidents as a mediator, but to pass on any problem they can not deal with to an adult.

Adults should make sure that monitors are not using their position to intimidate younger pupils, but to set a good example in terms of behaviour and good manners.

Lunchtime behaviour

The lunchtime behaviour is monitored and supported by our mid-day Superintendant and supervisors. Poor behaviour is recorded in a book. Mrs Pardoe follows up all

incidents of poor behaviour that are recorded. Mrs Pardoe will also report to class teachers any incidents of poor behaviour that she considers the class teacher needs to be aware of because the child or children in the class will be upset, distracted, in need of support or continued discipline. These incident books are monitored by the headteacher to identify any persistent offenders, possible bullying, or racial abuse. Pupils appearing regularly in the book will be informed and their behaviour closely monitored in line with the procedures above. If necessary pupils will be subject to close supervision, parental involvement, behaviour reports or excluded from school at lunchtimes.

All lunchtime staff will receive a copy of the policy and regular meetings will be held with the headteacher to ensure consistent high standards of behaviour.

Exclusions

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. (This is because to allow a pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school)

The decision to exclude will usually follow a range of strategies and can be enforced when all other options have been exhausted, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Verbal abuse to pupils, staff or other adult
- Physical abuse to/attack on pupils, staff or other adult
- Indecent behaviour
- Deliberate damage to property
- Misuse of illegal drugs or other substances
- Supplying an illegal drug
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour, both outside or inside school, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour (E.g. Persistent poor behaviour or Persistent and repetitive disruption of lessons and other students' learning)

This is not an exhaustive list and there may be other situations where the Head teacher (or the Deputy Head teacher in their absence) makes the judgement that exclusion is an appropriate sanction.

Penalty Notices

1) Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that Exclusion.

2) Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, by completing a 'Leave of Absence' Application, detailing the 'exceptional circumstances' they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed.

Parents/Carers should ensure that the Request/Application is made at least 15 days in advance of any Leave of Absence to be taken.

Should any Leave of Absence be taken without an Application/Request having been made Parents/Carers may still be issued with Penalty Notices.

Parents/carers are advised to Request/Apply for a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.

Legislation dictates that a Leave of Absence Requests/Application can only be considered from a Parent/Carer with whom the pupil normally lives.

Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with cannot be considered under any circumstances.

This policy stands as a warning to parents if they do take 'Leave of Absence' from school which is not agreed.

Monitoring of the policy

Copies of bullying incidents should be kept in the class folder on completion. The head teacher must be informed of all bullying incidents and how they are dealt with and a copy of the form given to the head for the school behaviour file.

This Behaviour policy serves as an extension to our Attendance Policy to ensure all children are in school daily ready to learn.

The Behaviour Policy reflects the school aims and should complement the Equal Opportunities Policy and the Inclusion Policy. Good behaviour and self-discipline are requirements of effective learning. Disruptive behaviour causes unnecessary stress to pupils and adults alike. Therefore it is essential that everyone administers this policy fully and fairly.

Foundation Stage have a policy for behaviour within both Reception class and Pre School.

A. Mason February 2016

Agreed 10.2.16

Signed.....*Jane Y. Lewis*.....Chair of Governors