



Pendock Church of England Primary School

Behaviour Policy

At Pendock we aim to provide positive happy learning environments where children feel safe and secure and teachers can lead learning with confidence. In order to support this we have developed our behaviour policy based on the Christian principles of respect, love and forgiveness, the use of positive reinforcement and assertive discipline strategies. A clear structure of rewards and sanctions are in place across the school. All teachers, teaching assistants and lunchtime supervisors have access to support in developing their skills and abilities in the area of behaviour management.

Aims

- To ensure the safety and well being of all children, members of staff, helpers and visitors
- To protect the environment and resources
- To direct children from inappropriate to appropriate behaviour
- To develop self-control in children and to help them to take responsibility and be accountable for their actions
- To develop the children's understanding that actions and choices have consequences
- To allow children to develop and demonstrate positive abilities and attitudes
- To encourage caring interaction between all members of the school community
- To develop positive role-models
- To develop understanding of the need for rules to make for successful situations
- To contribute to high self-esteem for everyone at Pendock Primary School.

Setting Class Rules

When working with a new group or class, time should be given to establishing a clear set of rules together. This applies to all people (Teachers, Teaching Assistants, Lunchtime Supervisors), who will be responsible for teaching or supervising a group or class at any time.

Introduce yourself and explain that in order to establish a happy environment we need to talk about what rules we will need to be able to achieve this.

Listen to the children's suggestions and help them to rephrase (if necessary) in a positive way e.g. Don't run = walk, Don't shout out = put your hand up and wait to be invited to speak.

Aim to produce a list of about 5 rules which will make for a happy environment.

Display the rules in a prominent place in the classroom where you can refer to them as necessary. (E.g. Well done X, we all agreed we would eat with our mouths shut and you are doing just that, or – We all agreed that we would eat with our mouths shut. Let's see who is doing that beautifully.) Remember to give rewards to children who keep to the rules!

Pride in Pendock

This vision should also be referred to throughout the year. A copy should be on display in each classroom and various are on display throughout the school. It is also included in the school brochure.

Positive attitude – we find good in all people and all situations

Respect – we treat everyone with kind words and action

Individuality – we believe in ourselves and celebrate difference

Determination – we welcome challenges and always try our hardest

Excellence – we strive to be the best that we can be

We have

PRIDE in ourselves

PRIDE in each other

PRIDE IN PENDOCK!

Rewards

Children of all abilities who try hard and do their best deserve praise, recognition and encouragement. Not only work should be praised but also acts of kindness, thoughtfulness, friendliness and helpfulness. Special achievements outside of school should also be acknowledged.

Positive Reinforcement Strategies

Notice when children are doing what is wanted and comment positively on it.

Reward good work, helpfulness, etc, with stickers or other merit token used in your year group. If you are operating a zone board in your classroom move a child into a higher zone.

Present a certificate.

Choose a child to receive a certificate at the Celebrations assembly.

Send a child to another teacher for recognition of good work and to show other children what they have achieved.

Send a child to the Headteacher for praise and a sticker for their sticker card. 10 stickers will be rewarded with an invite to tea!

Write a letter home to parents to encourage parents to celebrate with their child

Assertive Discipline Strategies

Express your expectations clearly.

Remind children of choices and consequences for their actions.

Sanctions

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour, and not the child or children that is unacceptable.

Sanctions need to be applied when a child's behaviour cannot be rectified through a quick reminder of classroom/school rules, the use of positive reinforcement, a reminder of expectation, or a "look"!

Sanction Route

A warning and a reminder of consequences if behaviour does not stop:-

Consequences -

Use consequences to suit the child and the situation:

Stage 1

- 5 minutes off playtime
- 10 minutes off playtime
- 5 minute time out within the classroom

A task should be set for completion during playtime. This may be to think about the behaviour and what can be done to improve the situation; to write a letter of apology; involve a discussion between the teacher, the child and any injured parties or to complete work which was not finished due to the behaviour.

Stage 2

- 10-20 minutes spent in another classroom

Another child or a Teaching Assistant should accompany the child to his/her destination. A note to the receiving teacher is necessary unless the situation has already been discussed and agreed or an adult accompanies the child.

Stage 3

- Send to Headteacher or send for Headteacher

Again the child should be accompanied to the destination and a note explaining reason for visit is necessary unless accompanied by an adult. This sanction is for serious misbehaviour.

Stage 4

- Fixed-term exclusion

It is important that a record of all incidents of concern is kept with the child's records and brought to the attention of the Headteacher.

Children are regularly discussed at Staff Meetings. Additional support is then given to individuals (children and teachers) as necessary.

When children behave inappropriately it is important to consider the reasons for the behaviour. It may become apparent that work is too easy, too difficult, or that the child has another anxiety. A quiet discussion will often highlight this and simple changes can be implemented to resolve the situation.

Rather than giving a sense of punishment at each stage, it is more powerful if the teacher gives the opportunity to resume acceptable behaviour and to encourage a child's responsibility for that.

From Stages 1-2 consideration should be made as to whether or not to talk to parents (depending on severity of situation). In case of doubt, discuss with the Headteacher.

In cases of concern about Special Educational Needs advice should be sought from the Special Educational Needs Co-ordinator.

In cases of concern about a child's self-esteem or well-being advice should be sought from the person with responsibility for Child Protection.

Bullying

See **Anti Bullying Policy**.

Care and Control (Physical Intervention) policy

In the event of a member of staff needing to intervene in a dispute between children or to stop a child from behaving in a dangerous or anti-social manner the following procedures should be followed.

- Speak to the child in a calm but firm voice, requesting that the incident should cease immediately so that it can be sorted out fairly by the member of staff, through calm discussion
- If this approach fails it should be made clear to the child/children that it may be necessary to restrain them with the use of force unless the incident ceases immediately
- If force has to be used the member of staff should continue to attempt to communicate with the child throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary
- The member of staff involved should consider whether it is advisable to send for assistance from another member of staff before intervening in an incident. Any children at risk should be told to leave the area and the offending child informed that help has been summoned. Until assistance arrives the teacher should continue to attempt to diffuse the situation orally, and try to prevent the situation from escalating

Types of incidents and situations in which physical intervention might be appropriate or necessary fall into the following broad categories:

- Where action is necessary in self-defence because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property and resources
- Where a child is behaving in a way that is compromising good order and discipline

Examples of situations that fall within these categories are:

- A child attacks a member of staff or another child
- Children are fighting
- A child is engaged in, or is on the verge of committing deliberate damage or vandalism to property or resources
- A child is causing, or at risk of causing, injury or damage by accident through rough play, or by misuse of dangerous materials or objects
- A child is running in a corridor or passageway in a way which he/she might cause an accident likely to injure him/herself or others
- A child absconds from a class or tries to leave school
- A child persistently refuses an order to leave a classroom
- A child is behaving in a way that is seriously disrupting a lesson

If force is used it must be deemed to be reasonable and appropriate.

Recording Incidents of Physical Intervention

It is important that a detailed record of all incidents in which force is used by a member of staff to control or restrain a pupil is kept. This should be kept in the Bound and numbered book which is kept in the School Office.

Immediately following any such incident the member of staff concerned should report the matter orally to the Headteacher or Mrs Evans (in the Head's absence) and follow this up with a written dated report, as soon as possible afterwards.

The report should include:

- The name of the child/children involved and when and where the incident took place
- The names of any other staff or children who witnessed the incident
- The reason that force was necessary
- How the incident began and progressed, including details of the child's behaviour, what was said by each of the parties, the steps taken to defuse/calm the situation, the degree of force used, how that was applied, and for how long
- The child's response and the outcome of the incident
- Details of any injury suffered by the child, another child, a member of staff and of any damage to property or resources

Staff may find it helpful to seek advice from a senior colleague or representative of a professional association when compiling a report. The member of staff should keep a copy of the report.

Parents should be informed as soon as possible after the incident and on the same day as the incident occurred – ideally before the child returns home from school. The Headteacher will decide the timing and if the report to parents should be oral or in writing. Parents must be given opportunity to discuss the incident. The Chair of Governors will be kept informed by the Headteacher of the event and any subsequent outcome.

Responsibility

This policy applies to all members of staff employed in school including Teaching Assistants, Office Staff and Lunchtime Supervisors.

This policy was adopted by the Governing Body on 9th October 2007. It will be reviewed annually and any changes submitted to the Governing Body for approval.

Reviewed February 2017

Next review: Spring 2018