



# Behaviour Policy



## AIMS

### **We aim: -**

To provide a clearly defined framework that can be easily understood by parents, teachers, children, and other staff.

To clarify the limits of behaviour at different times and places throughout the school day so that children may work in a safe and happy environment.

To provide a code of behaviour that will enable the children to develop self-discipline in order to take a meaningful and purposeful place in our world.

To ensure our approach is clear, fair, understood and reflected within the school curriculum and the general role model offered by all who work in school.

## EXPECTATIONS

### **What do we expect from the children?**

We want the children to spend a time of happy learning at Clements School and the children have agreed the following basic rules: -

We must be kind.

We must share.

We must speak pleasantly.

We must walk in the building.

We must listen and show respect for each other.

Within each class the teacher will discuss regularly with the children their own class rules, which are on display in each room. Children are encouraged to accept responsibility for their own behaviour.

### **What do we expect from the staff?**

We expect staff to be positive, to look for things to praise. CTBG – Catch Them Being Good. “You are working well”, “Good for you, you were very helpful just then”, etc.

We expect staff to plan interesting, well-differentiated lessons to stimulate the children.

We believe that all children have the right to learn and that staff will create a suitable atmosphere, having high expectations of the children.

We recognise that all staff will need to be fair yet firm and that any incidents will be properly investigated and dealt with.

## **HOW WE RECOGNISE AND REWARD GOOD BEHAVIOUR AND WORK**

1. Most important – verbal praise either direct to child or to a group. We use a child's good work or behaviour to praise in front of the others.
2. Positive comments written on work and shown to parents at Parents Evenings.
3. Class stars entered on a weekly star sheet and best effort nominations. These will be read out in Friday's assembly. The star sheets are put in the golden book, which is on display in the entrance.
4. Certificates from book of certificates in staffroom may be used.
5. In-class rewards are at the discretion of each teacher.
6. Children are sent to the Headteacher for a special Headteachers merit sticker.
7. Teachers may suggest to children that their parent comes in at the end of the day to see some particularly good work, or teachers may have a quick word with parents.
8. Lunchtime supervisors are encouraged to give verbal praise.
9. When appropriate, a good behaviour cup will be awarded to a class (presented on a Monday). Cups for the best group and a cup for a child may be presented within class.
10. Children's work may be used for displays.

It is important that rewards are varied – extra story, playtime, song, game time on computer etc.

## **UNACCEPTABLE BEHAVIOUR**

### **Low Level Interruptions:-**

These may take the form of: -

- Wriggling or fiddling with hair and shoes
- Persistent chattering
- Strange sounds/noises
- Moving around the room
- Persistent lack of attention
- Continually dropping or throwing things
- Repeated requests to go to the toilet

### **What staff do:-**

- |         |   |
|---------|---|
| Stage 1 | Child is warned and, moved if necessary                               |
| Stage 2 | Child's name is written on the board                                  |
| Stage 3 | Child's name is underlined  |
| Stage 4 | Child is removed from class for a few minutes                         |
| Stage 5 | Child is sent to Headteacher with a note of what child has been doing |

Repeated instances of unacceptable behaviour will trigger a log being kept of such behaviour.

At this point the Headteacher will contact the parents.

The Governors have agreed that persistent low-level interruption, which prevents others from learning, **may**, after a six-week record has been examined, result in a fixed term exclusion.

## **High Level Interruptions-**

These may take the form of:-

Physical abuse to another child or adult e.g. Hitting, kicking, spitting.

Extreme foul language to another child or adult

Running out of school

Total unco-operation; running out of class

Wilful, malicious damage to property

Racist and sexist incidents

Behaviour which interferes with the rights of teachers to teach and children to learn

## **What Staff Do-**

Immediate referral to Headteacher who will deal with the matter, keep a note of the incident **and decide whether it is sufficiently serious to warrant immediate exclusion** – either for a fixed term or permanently. Most high level interruptions will normally result in an exclusion.

If a child does not stop the action then the teacher uses the emergency help card.

Where children are in danger of harming themselves or others, the teacher is empowered to use physical restraint to prevent possible injury.

Under the Education and Inspections Act 2006, teachers, teaching assistants and MDSA's have the legal right to use reasonable force to prevent a pupil from committing any offence, causing personal injury or damage to property or persons or prejudicing good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise. At Clements School the Administration Officer, Clerical Officer and Caretaker are also approved staff.

In July 1998 the school received the DFEE document on "The Use of Force to Control or Restrain Pupils" and have implemented its contents. Staff have received training as part of the "School Safe" scheme in 2008

## **Staff Will Ensure They:-**

- ◆ Will be fair and firm.
- ◆ Will correct the action, not the child. i.e. "was that kind, what SHOULD you have done?"  
Make it clear it is the action or words spoken which are wrong, not the child.
- ◆ Will bring the child back to task – "now get back to your work"
- ◆ Will not get involved with children's arguments
- ◆ Will not use sarcasm with children
- ◆ Will not give children extra work
- ◆ Will listen to both sides
- ◆ Explain the consequences of misbehaving: - need for a verbal apology, noting of name, loss of privileges, isolation in class or with another teacher, detention during breaktime or lunchtime or sending to the Headteacher.

## **TIME OUT OR COOLING OFF TIME (To be used sparingly)**

We recognise that there is a need sometimes for a teacher to have a short break from a child. This involves a team approach with other staff willing to offer support if asked.

The child will be sent to another room with some work – but not a class with siblings in. A short note will accompany the child.

Afterwards the teacher will talk to the child quietly and alone about the incident to help them to make sense of it, come to terms with their emotions and become an acceptable class member.

The teacher will then welcome the child back into the class, show pleasure at seeing them again, and try to find something to praise soon afterwards. (It is no good going over misdeeds.)

## **PARTNERSHIP WITH PARENTS – What you can do to support us.**

The 1988 Education Act requires that children learn the subjects of the National Curriculum and that all parents are informed of their child's progress.

Both the Act and the Parents Charter give parents new responsibilities to ensure that their children come to school in a fit state to learn.

The children should have **adequate sleep, appropriate school clothing and be fed properly beforehand**. It is also the parent's responsibility to ensure that children attend school regularly and punctually (no days off for birthdays or shopping!). Truancy is not an issue in this school but parents should be aware that absence without authorisation does not promote good behaviour and discipline. Parents have a vital role to play in fostering good behaviour and we actively seek your support.

The school will back up parents through the basic rules and through shared interest, support and encouragement.

Sometimes a class teacher will mention to a parent at the end of a day some incident, which their child may have been involved in. Normally parents will not be told about minor incidents but will be consulted where serious or repeated incidents occur. Where a child causes particular difficulty at lunchtime, parents will be expected to arrange home dinners for their child.

If a more serious incident **has** occurred then the parent will be informed by the Headteacher, either face to face, in writing or possibly by telephone. The staff and Governors hope that parents will support the school in its efforts to ensure good behaviour prevails. They would remind parents that issues out of school hours should be dealt with by parents.

Please note that parents commit an offence if they use threatening, abusive or insulting words or behaviour, or behave in a manner, within the hearing or sight of a person likely to feel harassed, alarmed or distressed.

## **BEHAVIOUR AT LUNCHTIME**

This is often the time when problems occur. The Mid-day supervisors deal with any minor incidents and only refer more serious matters to the Duty Teacher or Headteacher. A normal punishment for a more serious incident would be immediate loss of playtime followed by a number of days of internal lunchtime exclusion when a child is not allowed out to play but remains indoors.

## **WHAT TO DO IF A PUPIL LEAVES THE SCHOOL PREMISES WITHOUT PERMISSION**

- Immediately inform the Office and a member of the SMT who will then telephone the child's parents and, if the child is not at home, the police.
- If there are sufficient adults left to supervise the children (at least 2 on each playground or an adult per class in school), the child may be followed at a safe distance by 2 adults to monitor the child's whereabouts. **Staff must NOT RUN after the child (unless it is deemed that the child is in immediate danger).**

## **BULLYING, RACIAL OR SEXUAL HARASSMENT**

We recognise that bullying and harassment can and do take place in all walks of life and incidents of this kind will **always** be taken seriously and dealt with promptly using the methods outlined above.

We define bullying as **repeated instances** of physical **or** verbal aggression. The school has a policy of **zero tolerance** on bullying and towards bullies. It is our school's policy that the children will **not** return the aggression like for like but will immediately tell a member of staff. Children may always speak to the Headteacher in private if they feel threatened by speaking out publicly. Guidance on how we deal with bullying may be found by the Parents notice board in the entrance hall.

Isolated incidents of fighting, kicking etc. are not bullying, just the normal falling out which children do regularly, but will be dealt with by staff on the spot.

## **MONITORING AND EVALUATION**

This policy will be monitored on a daily basis and will be evaluated in staff meetings and by regular communication with: -

Parents and Governors, Educational Welfare Officer, Social Services.

The policy will be issued annually to parents.

The success of this policy will be demonstrated by a warm, friendly environment where children and adults respect each other and work purposefully and co-operatively.

### To Parents

If you have any comments about this policy please write to us or pop in and see us.

**Approved by the Governing Body on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_



## Anti Bullying Policy

### **Bullying, Racial or Sexual Harassment**

We recognise that bullying and harassment can and do take place in all walks of life and incidents of this kind will **always** be taken seriously and dealt with promptly using the methods outlined above.

### **What is bullying?**

We define bullying as **repeated instances** of physical **or** verbal aggression.

### **How will we deal with it?**

The school has a policy of **zero tolerance** on bullying and towards bullies. It is our school's policy that the children will **not** return the aggression like for like but will immediately tell a member of staff.

Children may always speak to the Headteacher in private if they feel threatened by speaking out publicly. Guidance on how we deal with bullying may be found by the Parents Notice Board in the entrance hall. Isolated incidents of fighting, kicking etc. are not bullying, just the normal falling out which children do regularly, but will be dealt with by staff on the spot.

Any instance of repeated bullying will be dealt with by the Headteacher or Deputy Headteacher and would involve both sets of parents as well as both children.

It is worth noting that our last three Ofsted Inspections have commented that no instances of bullying have been noted in this school.



## The Use of Reasonable Force to Control or Restrain Pupils

*From 1<sup>st</sup> September 1998, the powers of teachers and others in schools to use reasonable force when in charge of pupils has been clarified. Schools are required to have a policy on this. The use of corporal punishment is not authorised.*

### When may it be used?

- Where a criminal offence is being committed;
- Where pupils may injure themselves or others;
- Where the discipline is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the school premises or during an authorised activity off the premises.

### Who may use it?

Other people authorised by the Headteacher. In Clements School this would include:-

Teachers

Teaching Assistants

Custodian

A volunteer who works regularly in school

Nursery Nurse

### What is regarded as reasonable force?

- Physically interposing between pupils;
- Standing in the way of a pupil;
- Holding, pushing or pulling;
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

**In extreme cases more restrictive holds might be used.**

### Types of incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury, or significant damage to property;
3. Where a pupil is behaving in a way that is compromising good order and discipline.

**Examples of situations that fall within one of the first two categories are:**

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure himself or herself or others;
- A pupil attempts to abscond from a class or tries to leave, who would be at risk out of the classroom or school.

**Examples of situations that fall into the third category are:**

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in way that is seriously disrupting a lesson.

*Following such an incident, any complaints should be made, in writing, to the Headteacher in the first instance, who will follow the agreed complaints procedure.*