

Goddard Park

Community Primary School

An Integrated Academy and Children's Centre

Headteacher: Mike Welsh

Everybody learns, everybody cares



Behaviour Policy

An anti-bullying approach

Date of last review: June 2014

Judith Judd, the Observer Education Correspondent, wrote that "Most experts agree that there is no single, simple answer to discipline problems. The most effective solution is almost certainly a slower painstaking process."

The published Elton Report on "Discipline in Schools" informs our own approach.

Professor Wragg, in his book "Teaching Classroom Skills" states that research clearly shows children will behave well if lessons are interesting, if they like their teachers and are given plenty of encouragement, and if the teachers have a clear set of rules. Judd adds the crucial point that schools will only improve discipline by improving links with Parents. I would agree with these statements but must add that behaviour is also affected by a good tone set throughout the school and this is the responsibility of all Staff.

See Appendix 1 for specific procedures relating to Daycare and Extended Services

Aims

The aim of the Behaviour Policy is to promote positive attitudes and good self-discipline in our School. From the School's 'Aims', it states that we will:

- foster firm and consistent discipline;
- require children to develop respect, compassion and honesty in their relationships;
- develop positive attitudes towards gender, race, non-violence and disability;
- provide a stimulating learning environment throughout the School;
- encourage humour, sympathy, sensitivity, tolerance, independence, self-esteem and co-operation;
- develop a partnership which involves Parents in the life of the School;
- enable children to understand and make contributions towards preserving the physical environment;
- ensure that children appreciate and value the multicultural society of both this and other countries;
- look for excellence in all work;
- expect children to take pride in attending Goddard Park Community Primary School.

Objectives

1. Goddard Park Community Primary School expects its pupils, staff and parents to behave in a reasonable and polite manner at all times. This will provide good order and a working atmosphere in which the curriculum and good practice can flourish for each individual child. Specific School routines and expectations of staff are contained in the Staff Handbook.
2. In a large community of over 500 children, it is essential that there is a clear set of working rules which are well understood by all. The emphasis should be on creating and maintaining a caring, thoughtful school community.
3. Goddard Park seeks to develop a partnership between staff, parents and pupils in order to support and accept shared responsibility for good discipline.
4. Good practice must start when children are very young and Goddard Park seeks to influence this through developing pre-school groups where staff and parents can develop a mutual understanding. The member of staff responsible for Home-School liaison has a vital role to play in this. The phrase "She/he is only little yet and will grow out of his poor behaviour", is often used as an excuse. This simply reinforces such behaviour at a time when the child needs a clear direction of how to behave. From this clear direction, self-discipline can gradually be developed.
5. The School will not accept bullying – i.e. daily intimidation of any kind – or racial harassment in School. The Behaviour Chart identifies these behaviours as very serious and they will be dealt with promptly as described.
6. When the child starts school at Nursery or Reception age, a clear, well defined structure of expected behaviour is provided and this is then carried on and built

upon as the children move through the School years. Examples of this include: lining up in straight, quiet lines, listening quietly to one another and the teacher, walking through the school building appropriately, co-operating in a wide variety of activities, examples of fairness and justice, reasonable use of equipment and materials, and the development of responsibility and independence.

7. In their route through Primary school pupils are given greater responsibility in order to develop self-discipline and control.
8. Support for staff is a vital part of the Headteacher and Deputy and Assistant Headteacher's role. Senior members of staff assist this process through discussion during group meetings and the mentoring of new members of staff.
9. Our Behaviour Policy should be seen as a positive approach. Staff receive support in classroom management techniques and they seek to promote good behaviour through praise and encouragement.
10. The role of the parent in accepting responsibility for their child's behaviour is an integral feature of the partnership between home and school. Good relationships between the staff and parents, with the support of the Headteacher, Deputy and Assistant Headteacher are essential for this partnership to flourish. It is the role of the professional to take the lead in developing such relationships. There is a basic expectation for all staff in Goddard Park to undertake this role. Parent/child/ School diaries may be required in some instances and these will contain specific targets for the child's behaviour.
11. Some children have Special Needs which may have implication for their behaviour. It is the role of the School to assess and identify such needs and to see that advice and resources are made available to meet these. The Special Needs Code of Practice will be followed.
12. Good work and behaviour is recognised and rewarded at every opportunity.
13. Use of physical restraint will only be used as a last resort, when all other avenues have been exhausted. It would then only be used in line with the Use of Reasonable Force document published by the Department for Education. Any significant event of this sort will be recorded, and the parent informed the same day

Behaviour Chart

Within the Behaviour Policy there is a procedure for Staff to follow in the form of a Behaviour Chart. This outlines the behaviours concerned, which Stage they are considered to fall within under the Special Needs Code of Practice, the actions to be taken and sanctions administered. Parents are encouraged to be involved in this process.

It is stated in our Aims: "We expect the best for and from each child and adult". The active implementation of this policy will help us towards achieving this.

Rights and Responsibilities

Children's Rights

- ❑ Right to feel safe
- ❑ Right to learn
- ❑ Right to be treated with respect

Children's Responsibilities

- ❑ To listen to the teacher and do the tasks set by him/her
- ❑ To respect others
- ❑ To behave themselves and follow the School rules

Teacher's Rights

- ❑ Right to teach
- ❑ Right to support (including Parents)
- ❑ Right to adequate teaching resources and good working conditions
- ❑ Right to be treated with respect

Teacher's Responsibilities

- ❑ To respect all children and develop their self-esteem
- ❑ To provide suitable, differentiated and stimulating curriculum for children
- ❑ To make explicit his/her expectations as to acceptable and unacceptable behaviour for children
- ❑ To provide a pleasant and well organised classroom
- ❑ To communicate with Parents about a child's progress

Parent's Rights

- ❑ Right to expect the School to provide their child with an appropriate curriculum in a safe and supportive environment
- ❑ Right to information about the progress of their child
- ❑ Right to be treated with respect

Parent's Responsibilities

- ❑ To ensure that their child attends School
- ❑ To support the School

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Behaviour Chart

Goddard Park is a well disciplined school and we have a clear policy outlining our procedures. This has recently been reviewed and on the centre pages is an updated behaviour chart which is used with children who have behavioural difficulties. Types of behaviour and sanctions have been stated and your involvement as Parents is clearly set out. Schools will only maintain good discipline by maintaining good links with Parents. Please let us know if you have any comments.

We aim to:

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- provide a stimulating learning environment throughout the School;
- encourage humour, sympathy, sensitivity, tolerance, independence, self-esteem and co-operation;
- develop a partnership which involves Parents in the life of the School;
- enable children to understand and make contributions towards preserving the physical environment;
- ensure that children appreciate and value the multicultural society of both this and other countries;
- look for excellence in all work;
- expect children to take a pride in attending Goddard Park Primary School.

The aim of our Behaviour Policy is to promote positive attitudes, good self-discipline and to foster Behaviour for learning in the Primary School.

Behavioural Chart Name Class Date:

Types of behaviour	Frequency/ Duration/ Setting	Response	Comments/Review
<p><u>Low Level</u> Making noises - singing, humming, tutting Occasionally fidgeting/moving about/ chatting/calling Slow to respond to instructions – slows pace down Talking/changing places when lining up. Being off task cuts into lesson time Distracting other children Wanders around the classroom or enters room inappropriately Non-deliberate swearing Telling tales Lateness to class Deliberate non-uniform No PE kit</p>		<p><u>Class Teacher</u> Identification of behaviour & reminder of rules Whole class discussion of problem although it may be one child who is causing the problem. Adult / child discussion. Use other children as an example Losing choice of where to sit/stand Making up work during play time/choosing time missed through mis-behaviour. Verbal apology</p>	
<p><u>Medium Level</u> Continuous low level behaviours. Winding up or inappropriate attitude to other children Making inappropriate verbal or nonverbal noises Deliberately being noisy. Being significantly off task Tantrums/sulking Throwing small objects Leaves classroom without permission (within year group area) Ignores instructions Inappropriate attitude to work or staff (answering back) Lying Constant medium concerns Serious winding up, eg. by repeatedly scraping chair. Play fighting</p>		<p><u>Phase Leader</u> Actions recorded on SIMs Teacher/child discussion Referral to LSM (NOT a Green Card) LSM to support child in class if possible LSM to give the child a short time out Behavioural chart Home / School book to be started in discussion with parents. Contact with parents if mis-behaviour re- occurs, eg. three times in a week 'Time out' in another class (eg. within year group). Withdrawal of privileges, e.g Golden Time Child to write letter of apology 'Time out' on playground at playtime Support from Phase Leader as necessary Consider placing on SEND register for Social, Emotional and Mental Health</p>	

<p>High Level- these are deliberate acts</p> <p>Continued Medium level behaviours</p> <p>Deliberate lying</p> <p>Threatening another child or member of staff</p> <p>Bringing in dangerous objects</p> <p>Making rude comments or gestures about another child or their family.</p> <p>Fighting/hitting/pushing/spitting/biting/kicking</p> <p>Unprovoked attacks</p> <p>Rudeness to, or about, adults</p> <p>Swearing at adults/child</p> <p>Stealing/breaking other children's belongings.</p> <p>Racist comments.</p> <p>Very violent/dangerous/damaging behaviour, eg. throwing furniture</p> <p>Dangerous refusal to cooperate, inappropriate behaviour</p> <p>Running out of School</p> <p>Refusal to come in to school e.g. break time</p> <p>Deliberately damaging School property</p> <p>Leaves classroom without permission (outside of Year Group)</p> <p>Hiding</p> <p>Being aggressive/fighting/hitting/kicking/pushing in the playground through 'Play Fighting'</p> <p>Spitting</p> <p>Hitting staff</p> <p>Bullying</p> <p>Removing clothes</p> <p>Defiance</p> <p>Deliberate lateness to school</p>		<p>Headteacher/Deputy</p> <p>Removal of child is necessary by LSM (Green Card)</p> <p>HT or DHT /child discussion.</p> <p>Behavioural Chart or Home/school book to be continued</p> <p>Behaviour Support Plan to be completed between School, child and Parent</p> <p>Formal discussion with Parents</p> <p>'Time out' from School Dinners (going home/Rainbows)</p> <p>Removal from activity or visit.</p> <p>Liaison with other agencies.</p> <p>Separate eating area at lunchtime</p> <p>Redress for damages to be considered</p> <p>Internal exclusion to Partner Year Group with agreement of SLT.</p> <p>Temporary or permanent exclusion at discretion of the Headteacher</p> <p>Withdrawal of privileges such as Trips and Visits.</p> <p>Consider EHR&P</p> <p>Consider placing on SEND register for Social, Emotional and Mental Health</p> <p>Removal of whole class if dangerous</p>	
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Appendix 1

Daycare Behaviour Management Procedures

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children and families can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement:

In order to achieve this:

- All adults will provide a positive model for the children with regards to friendliness, care and courtesy and to offer strategies for handling any conflict.
- Expectations governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Daycare and explained to all newcomers, both children and adults.
- All adults in the Daycare will ensure that the expectations of behaviour are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the Daycare will help the children to challenge unacceptable behaviour appropriately.
- Adults in the Daycare will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take steps to ensure that children usually receive attention for good behaviour. We will also take steps to ensure that children do not only receive attention for unwanted behaviour.

When children behave in unacceptable ways:

- They may be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Under appropriate circumstances this might be

accomplished by a period of "time out". This time out may involve adult attention or may involve a child being withdrawn from a group activity without any adult attention; however it will not involve a child being in a room without an adult.

- Physical punishment, such as smacking or shaking, will never be used nor threatened.
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- Physical restraint, such as holding, will be used only in line with the Use of Reasonable Force guidance published by the Department of Education. Any significant event of this sort will be recorded, and the parent informed the same day. Physical prompts may be used to support behaviour management.
- In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of unwanted behaviour, it will be made clear that it is the behaviour which is unwelcome and not the child.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the Daycare will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Appropriate childcare staff, using objective observation records to establish an understanding of the cause will tackle recurring problems.
- Adults will be aware that some kinds of behaviour may arise from a child's special need.
- Information will be shared with parents/carers and strategies identified for use at home and Daycare to ensure consistency.