

# Tividale Community Primary School

## Behaviour Policy

### Equal Opportunities Statement

This policy will be implemented on an equal opportunities basis, ensuring that it does not discriminate in any way against any pupil group, regardless of gender, ability, disability, religious or cultural belief, or racial background.

### Introduction

Good behaviour and discipline are key foundations for a good education. Without an orderly atmosphere, effective teaching and learning cannot take place. As well as fostering good behaviour, it is also important that we promote the spiritual, cultural, mental and physical development of the children. Values need to be placed on what matters both within the school and in the community around it. This includes respect for others and property, honesty, trust and fairness, and the virtues of self respect and discipline. It should also be the aim of the school to help children grow up knowing what is right and wrong, appreciating the needs of others and of society around them.

### Aims

The aims of this policy document are:-

- to foster a stable, happy environment within which children may learn and teachers may teach.
- to provide children with a set of clearly understood behaviour guidelines which will give consistency and thereby security for them within school and whilst going to and from school.
- to create a positive atmosphere based on a sense of community and where all members are valued and respected.

### Objectives

The “Aims” will be achieved via the following objectives, which will include identifying:

- **A Code of Conduct/ Home-School Agreement;**
- **Appropriate rewards and positive reinforcement** procedures;
- **Appropriate sanctions;**
- **Serious and minor offences;**
- **Confiscation of inappropriate items;**
- **Intervention, support and inclusion strategies;**
- Strategies to address **bullying and racism;**
- **Warning signs** indicating possible bullying or racism;
- The importance of a good **parent partnership;**
- Lines of **communication;**
- **Essential routines;**
- **Dinnertime practices;**
- **Collective responsibilities;**
- **Related Policy Areas;**
- **Arrangements for circulation;**
- **Monitoring procedures.**

The detail of this policy is structured under sub-headings drawn directly from these objectives, *(as shown in bold type)*.

## **Code of Conduct/ Home-School Agreement**

Pupils need to know and understand the boundaries of acceptable behaviour. Our code of conduct provides such a framework to support our whole school behaviour policy.

Our “Code of Conduct/ Home-School Agreement includes:

- TREAT EACH OTHER WITH RESPECT
- TREAT PROPERTY WITH RESPECT
- TREAT OUR ENVIRONMENT WITH RESPECT
- ALWAYS TRY TO DO OUR BEST
- PLAY AND WORK SAFELY

These basic rules are extended into a list of positive actions, shown below, that help to explain and support them. They all give an indication of what is acceptable or unacceptable behaviour. Acceptable behaviour should be praised whilst pupils also need to expect fair and consistently applied sanctions for unacceptable behaviour.

Copies of this extended code of conduct/ Home- School agreement (as shown in Appendix 1) will be distributed to every family in the school and parents asked to discuss it with their child/children at an appropriate level.

It is also important that children understand that they can talk to teachers or other staff if they are the victims of, or witnesses to unacceptable behaviour. A statement to this effect is included on the extended code of conduct distributed to every family.

### **TREAT EACH OTHER WITH RESPECT**

- Do respect the culture of others
- Do help each other and always try to work together as friends
- Do listen to each other
- Do talk quietly
- Do value others opinions and efforts
- Do be polite
- Do tell the truth
- Don't hurt each other
- Don't call people names or swear
- Don't be disobedient

### **TREAT PROPERTY WITH RESPECT**

- Do put your name on all property
- Do ask before you borrow
- Do return things you borrow
- Do hand in lost property
- Do use things correctly
- Don't spoil or damage things
- Don't steal

### **TREAT OUR ENVIRONMENT WITH REPECT**

- Do be tidy
- Do put litter in a bin
- Do use toilets properly
- Do take care of plants, trees and creatures
- Do re-cycle waste whenever possible
- Don't be wasteful

- Don't climb in and around school

### **ALWAYS TRY DO OUR BEST**

- Do use your time well
- Do ask for help if needed
- Do listen carefully
- Do learn from your mistakes
- Do be punctual
- Do have the right equipment for all lessons
- Do take pride in yourself and what you do
- Don't give up

### **PLAY AND WORK SAFELY**

- Do walk away from trouble and tell an adult
- Do be co-operative in all activities
- Do walk around school;
- Do line up sensibly and quietly
- Do use equipment safely
- Do wear suitable clothing and shoes
- Don't put yourself or others in danger
- Don't wear unsuitable jewellery
- Don't push, kick or throw

### **Rewards and Positive Reinforcement**

At Tividale, we use the 'Good To Be Green' positive reinforcement system. A system of rewards is necessary to positively recognise, encourage and reinforce good behaviour and a child's efforts and success in respect of work. The type of reward given will need to suit the individual child and what he/she is being rewarded for.

To make rewards as effective as possible.

- Choose the most appropriate reward for the child.
- Give rewards as soon as possible.
- Be consistent.
- Reward behaviour and work.
- Reward effort and progress as well as success.
- When appropriate, make rewards public to build self-esteem.

The reward system in school will include:

- Praise
- House points
- Stickers
- Showing work to class
- Sending to Key Stage/Phase Co-ordinator or Deputy Head or Headteacher
- Pupil of the week certificate
- Half-termly Attendance Certificates
- Certificate of Praise to parents
- Additional privileges to parents
- Additional privileges (eg. Lucky dip jar, jobs, free choice activity)

Each key stage will use a range from these as appropriate to the age and need of the children.

In addition to the formal reward system a wide range of informal rewards are also available. These may be used equally effectively and include: smiles, clapping, ‘thumbs up’, nods of the heads etc., in fact anything which acknowledged the child’s efforts or success.

## **Sanctions**

Sanctions should be used sparingly and with discretion. They should only be applied for serious or repeated misbehaviours and usually only if positive reinforcement has failed. When sanctions are necessary the following general guidelines should be observed:

- Avoid sanctions against whole groups for the actions of individuals.
- Individuals should not be made scapegoats for the actions of a class or group.
- Sanctions which are humiliating or degrading should be avoided, eg. Sarcasm.
- Sanctions should be in proportion to the offence.
- Sanctions should occur as soon as possible after the misdemeanour.
- Appropriate warning should be given if possible. (Normally, when the warning has been given, the sanction should be applied if the behaviour re-occurs).
- Criticise the behaviour, not the child – self-esteem in a pupil is less damaged.
- If possible treat each incident as an isolated case – never label children.
- Appreciate that some children may need a short “cooling off” period.
- Always agree a fair contract – ensure the child understands why sanctions are being administered.
- Make sure you know the details and facts as fully as possible.
- Be able to accept an apology.
- Always try to handle the situation on a reasoned, discussion basis.

Whatever sanction is employed, pupils should be left in no doubt as to why they are being punished and how – referring, if appropriate, to the agreed codes of conduct and type of behaviour expected of pupils.

Acceptable sanctions include:

- Verbal reprimand\*
- Repeating the activity\*
- “Time out” or “move away” from peers (for limited periods of time)\*
- Loss of privileges (including missing increasing proportions of playtime)\*
- Additional appropriate work\*
- Working/staying close to teacher/supervisor\*
- Send to other classes (only with prior agreement)\* } Short term/longer Term
- Send to Phase Co-ordinator } – always with work/reflection sheet
- Class teacher involves parent
- Weekly report to parent
- Daily diary to parent
- Involve Headteacher/Deputy Headteacher
- Exclusion – only at the discretion of the Head in exceptional circumstances

Each key stage will use a range of these as appropriate to the age and needs of the children.

Whenever it is appropriate, a child should always be asked to apologise.

These sanctions are essentially in hierarchical order. However, depending on the seriousness of the behaviour and the circumstances of it, it is for staff to make a judgement as to which is the most appropriate level of sanction for that behaviour and that specific child. It is most important that the sanction applied does not represent an “over-reaction” to the behaviour. If there is any

doubt, the member of staff should consult with a member of the senior management team before applying the sanction.

### **Serious and Minor Offences**

Rules should specifically be designed to promote good behaviour and should make the distinction between serious and minor offences apparent. In general, the following breakdown between serious offences (*as listed in Sandwell's "Improving Behaviour and Attendance – Guidance on Exclusion from Schools and PRUs – September 2008"*) and minor offences would seem appropriate:

#### **Serious Offences**

Regular disruption to lessons	Sexually inappropriate behaviour to pupils
Regular disruption in school	Sexually inappropriate behaviour to staff
Defiance	Sexually inappropriate behaviour to others
Verbal abuse to pupils	Possession of drugs
Verbal abuse to staff	Theft
Verbal abuse to others	Vandalism
Racial abuse to pupils	Arson
Racial abuse to staff	Extortion
Racial abuse to others	Possession of weapon
Bullying – physical	Threatening behaviour
Bullying – verbal	Possession of alcohol
Physical abuse to pupils	Smoking
Physical abuse to staff	Possession of fireworks
Physical abuse to others	Setting off fire alarms
Physical abuse with a weapon	Insolence

These are offences that could lead to the fixed term or permanent exclusion of a pupil. In making the decision in respect of the appropriate sanction, they would need to be considered in the light of the circumstances of the offence. Considerations would include: the degree of danger, the intention, the age of the child and whether the child has repeatedly committed the offence.

In very exceptional circumstances, police involvement may be appropriate.

#### **Minor Offences**

Pushing	Kicking/hitting/fighting
Mis-using clothing	Swearing/Bad language
Playing in inappropriate places	Entering forbidden areas
Climbing	Throwing
Litter	Disturbing other pupils
Leaving seat	Name-calling
Shouting out	Lying

Most of these offences could be considered to be lesser versions of the serious offences listed above, *eg. pushing and kicking are forms of physical abuse and could be bullying*. However, these are also listed as “minor offences” because their seriousness is dependent upon the circumstances of the offence. Considerations would include: the degree of danger, the intention, the age of the child and whether the child has repeatedly committed the offence. In most cases, these offences should be addressed on a low-key basis. There will though be times when it is appropriate to address them on a more serious basis in the light of the above considerations.

### **Confiscation of Inappropriate Items**

Staff have the right to confiscate inappropriate items whereby playing with, or use of the item is not conducive to the effective delivery of lessons, may lead to disruption either in class or the playground, or is dangerous.

Pupils should be notified as to when and how the item will be returned. This may be at the end of the day or the end of the week, depending on the seriousness, (eg. Has the child previously been warned about this or similar items?) Under normal circumstances, the need to confiscate beyond the end of the day or the repeated need to confiscate from a child should necessitate the need to contact the child's parent. In the case of dangerous items, these should only be returned via the child's parent.

### **Intervention, Support and Inclusion Strategies**

Early and effective intervention and support has an important part to play addressing and preventing poor behaviour. Whenever an on-going or serious behavioural issue is identified, it is important that the pupil is supported in changing their behaviour. This will be done through a range of strategies as listed below. Whenever possible, parents will be informed at an early stage and be invited to work on a partnership basis with school to address the behaviours.

Support strategies will include:

- Discussing the incident with the pupil with a view to them understanding why the behaviour(s) is/are not acceptable.
- Setting appropriate behaviour targets for the pupil, linked to an appropriate reward structure.
- A regular meeting with the child at the end of the session/day to review their behaviour.
- Implementing a regular reporting system to the parent, either verbally on a daily or weekly basis and/or via a diary, on signed basis.
- Involving the SEN Co-ordinator/Behaviour Support Teacher/Learning Mentor to monitor the pupil's behaviour and assist the class teacher in identifying any further strategies and support. This is likely to include placing the pupil on the SEN Register at "School Action" level and helping the class teacher to develop an appropriate Individual Behaviour Plan (IBP).
- In respect of the IBP, reviewing the pupil's progress against specific targets on an agreed timetabled basis.
- Moving the pupil to "School Action Plus" on the SEN Register and involving Sandwell LEA's Inclusion Support Service.
- Through the Inclusion Support Service identifying and accessing appropriate outside agencies to meet the pupil's needs.
- Through the Inclusion Support Service accessing additional funding to support the pupil on a "one to one" basis.
- In the most exceptional cases, identifying in conjunction with the relevant outside agencies, an alternative educational provision to better meet the pupil's needs.

In managing difficult or persistent behavioural issues, it is important to work in partnership with parents and that parents are involved on a positive and constructive basis. There is a much greater chance that unacceptable behaviour can be addressed successfully if the child understands that both school and home are working together on a consistent and mutually supportive basis.

Should the behaviour continue, incidents will be referred to a senior manager and documented in the schools serious behaviour file on Openhive. This may result in parents being informed of the concerns and a serious behaviour letter being sent home.

The SEN Co-ordinator/Behaviour Support Teacher in conjunction with the Headteacher will decide if the designation of a pupil at School Action or School Action Plus, or the involvement of

outside agencies is needed to further support the pupil concerned. In all instances, the requirements of the Disability Discrimination Act (DDA) would be adhered to.

Unless it is in respect of Health and Safety, *ie the pupil's behaviour is such that they are a danger to themselves or others*, behaviour should not normally be used as a reason for exclusion from a lesson. At all times we have a responsibility to be inclusive for all pupils on an equal opportunities basis. The above intervention and support strategies are an integral part of the inclusion process.

### **Bullying and Racism**

An open definition of bullying is:

***“The repeated wilful, conscious desire to hurt, threaten or frighten someone else either mentally, physically or verbally”***

The McPherson definition of racism, as adopted by Sandwell MBC is:

***“ A racist incident is any incident which is perceived to be racist by the victim or any other person.”***

*(Please note: Initially, it is not necessarily a proven racist incident but is an accusation of racism and must be investigated.)*

Unfortunately many pupils experience bullying and/or racism at some point in their school life. The fact that incidents have not been reported to staff does not mean they are not happening. Children being bullied or who are the victims of racism could be under considerable stress and teachers need to watch out for early signs, (see ‘Warning Signs’)

Staff must act and be seen to act firmly against all bullying and racism. It is vital that pupils know that bullying and racism is a serious breach of discipline and that action will be taken every time. If not, victims and witnesses of bullying will not be so ready to confide in confidence to a member of staff.

Any cases of bullying or racism must be reported to a senior member of staff and will always be thoroughly investigated. Details of the incident must be recorded in a centrally held book specifically for ‘Serious Behavioural Incidents’.

Action to be taken for bullying and racist incidents in school:

- The victim may need to be reassured he/she is not inadequate or foolish – offer concrete help, advice and support if necessary.
- Calmly make it clear to the perpetrator that you disapprove of the behaviour and for them to see the victim’s point of view – don’t bully a bully or racist.
- Explain clearly the sanction and why it is being given.
- In all cases the victim’s parents are to be informed as to the nature of the incident and action taken. Support should be offered if necessary.
- The perpetrator’s parents will also be informed and may be invited into school to discuss the situation in detail with the Headteacher, Deputy Headteacher or a member of the Senior Management Team.

All cases of proven bullying or racism must be brought to the attention of the Head/Deputy Headteacher.

### **‘Warning Signs’**

A range of behaviours are often exhibited by children as warning signs of bullying. If a significant number of these are present in a child the awareness of both teachers and parents should be heightened and, if necessary, the situation investigated.

The following list of ‘Warning Signs’ was compiled by Sandwell Child Psychology Service:

- bed-wetting, nail biting, nervous tics
- night terrors, sleep walking
- flinching, jumpiness, forgetfulness, distractibility
- underachievement
- personality change – snappy, withdrawn, tired, indications of not sleeping, weepiness, outburst of crying loss of appetite
- demands for extra money, school refusal
- a wish to change routines, routes to school, etc.
- lack of confidence, withdrawal from social activities
- temper flare-ups, abusive language, impulsive hitting out
- late for school, hanging back, staying behind late at school
- ‘mislaid’ books, equipment, belongings
- bruises and cuts
- fear of the dark, of sudden noises, of physical contact with others (bullied children may even cross the street rather than approach any group of people; avoidance of specific lessons or days, e.g. Games, swimming, psychosomatic illnesses, non-specific pains, headaches, tummy upsets

### **The Parent Partnership**

A good parent partnership with school is extremely important in successfully managing some of the more difficult pupil behaviour. For a child to see that school and home are working as one and that both have the same expectations of them, delivers a strong message.

Strategies that may be agreed and used in the partnership would include:

- discussing the issue with the child and expressing disapproval;
- Agreeing behaviour targets, either informal or in respect of an Individual Behaviour Plan (IBP);
- Agreeing rewards or reward system, either informal or in respect of an Individual Behaviour Plan (IBP);
- Agreeing sanctions or a system of sanctions, either informal or in respect of an Individual Behaviour Plan (IBP);
- Setting up a regular reporting back structure, which may be on a daily or weekly “face to face” basis or via a diary system.
- Working with school in conjunction with outside agencies, eg. the Inclusion Support Service and the Child and Adolescent Mental Health Service.

### **Communication**

In order to maintain discipline there must be clear lines of communication between all staff within the school. Where children are being referred for praise or sanction the following structure should normally apply: Class teacher > Phase Co-ordinator > Deputy Head > Headteacher. This is not to be seen as a rigid structure, in some cases it may be appropriate to go direct to Deputy Head/Head.

A member of Senior Management must always be informed in respect of “serious offences” as detailed above. Details of the incident will be recorded by a member of SMT on the Behaviour Log, in the staff portal on the Learning Gateway. Parents may be involved at the discretion of Senior Management.

## **Routines and Strategies**

Clearly thought out and consistently applied routines and strategies are fundamental to children's stability and security and are integral to the development of good behaviour. It is essential that the strategies within this document are applied consistently. The establishment of all other routines and strategies, e.g. classroom rules, must be in keeping with the under-pinning principles of this behaviour policy. Appendix 3, 'Difficult Behaviour – Some Strategies'. Compiled by Sandwell Child Psychology Service' is a valuable reference when addressing this area.

## **Dinnertime Practices**

Consistency of approach throughout the school day is essential to the development of good behaviour within the school. Meals Supervisors must be fully aware of the under-pinning strategies of this document and apply them conscientiously.

It is particularly important to be aware of:

- The 'Code of Conduct'
- Rewards and Positive Reinforcement
- Sanctions
- Serious and Minor Offences

Breaches of discipline must be handled on a reasoned discussion basis. Providing Meals Supervisors feel they have handled issues under "Minor Offences" adequately there is, in general, no need to automatically pass on all behaviour issues to a Senior or Principal Supervisors, or for them to pass it on to the Head or Deputy Head.

Behaviours listed under "Serious Offences" must always be reported to Senior/Principal Supervisors and by them to the Headteacher/Deputy Headteacher.

It may also be appropriate to notify Senior and Principal Supervisors of the behaviours if they are of a persistent and on-going nature or if the child has not responded to correction in an acceptable manner. These may be dealt with by Senior and Principal Supervisors or, if necessary, passed on to the Headteacher/Deputy Headteacher at their discretion.

If the Head/Deputy Head are not immediately available, any behavioural incidents to be passed on to the Headteacher/Deputy Headteacher should be entered in the 'Dinnertime Incident' book which will be scrutinised and acted upon by the Head/Deputy on a daily basis.

If appropriate, class teachers may be made aware of good or poor behaviour of a member of their class by meals supervisors so that the teacher may reinforce the supervisors approval or disapproval of the behaviour. When notifying class teachers in this respect, it is essential to do so immediately at the end of dinnertime, so minimising the interruption of lesson time. Whenever possible it should be the supervisor who has handled the behavioural situation who should notify the class teacher.

## **Collective Responsibility**

Staff must be aware of their collective responsibility for behaviour throughout the school. If acceptable behaviour is being exhibited in any area of the school it must, if they see it, be addressed by a member of staff. Similarly, good behaviour should be acknowledged as a matter of normal practice. Good or unacceptable behaviour should, if appropriate, be brought to the attention of the child's class teacher.

It is only by addressing behaviours in this way that we can ensure that children have clear and consistent understanding of the standards expected. We must make every effort to guard against inconsistent standards.

### **Related Policy Areas**

There are separate but related policies in the areas of: anti-bullying, racism, drugs and physical intervention.

### **Arrangements for Circulation**

Arrangements for circulation of this policy will be notified to interested parties via the prospectus, school website, the Learning Gateway and annually in the first parent newsletter each year.

### **Monitoring and Review**

This policy will be monitored informally on an on-going basis by all who use it, but particularly by the Head and Deputy Headteacher. It will be formally reviewed on a three yearly basis unless monitoring shows the need for earlier review.

E Burnell  
March 2014

## **Tividale Community Primary School**

# **Home-School Agreement**

### **School Aims**

We aim to:

- Offer a broad, balanced and differentiated curriculum that meets and exceeds the requirements of National Curriculum, thereby enabling all children to fulfill their potential on an equal opportunities basis.
- Develop quality relationships that build self-esteem and mutual respect.
- Work with parents as full partners in their child's education.
- Have high expectations in all we do, to learn from our mistakes and to celebrate our success.
- Achieve the highest standards possible in all aspects of school life.
- Promote high standards of behaviour as a pre-requisite to effective teaching and learning.
- Offer a wide range of extra-curricular activities.
- Create a safe, secure and stimulating, high quality environment.
- Develop community links as an integral part of school life.

## **School's Responsibilities**

The school will aim to:

- ensure that it offers a welcoming and stable environment in which children can feel secure, happy and valued.
- offer each pupil a broad and balanced curriculum which will meet their individual needs on an equal opportunities basis.
- carefully monitor and regularly review pupil achievement and progress, give credit for pupil success and build pupil self-esteem.
- set and monitor homework.
- offer a wide range of extra-curricular activities.
- actively seek to develop a true partnership with parents, recognizing the importance of their role in their child's education.
- promote punctual and regular attendance, and contact the parents of pupils whose attendance or punctuality may be causing concern.
- actively encourage good behaviour and work, and contact parents about any concerns in respect of their child's behaviour or work.
- keep parents informed about all school activities and developments and consult with them when appropriate.
- give parents a written annual report showing their child's progress in each subject area and arrange termly parents' meetings.
- ensure that any parent concerns are appropriately addressed as soon as possible.

## **Parents' Responsibilities**

I/we shall do my/our best to:

- meet my legal requirement of ensuring that my/our child attends school punctually every day.
- notify the school on the first day of absence if my/our child is not well enough to attend school and avoid extended absences for reasons other than illness.
- support the school in its efforts to promote good attendance, behaviour and work and to work in partnership with the school if concerns occur in respect of these.
- inform the school about any issues or concerns, especially those which are likely to affect my/our child's work or behaviour.
- support my/our child in the completion of their homework.
- ensure that my/our child wears school uniform.
- ensure that my/our child attends school with the appropriate equipment, books and kit for each day's lessons.
- ensure that I/we will attend parents' evenings to discuss my/our child's progress and other meetings as necessary.

- ensure that, whilst on school property, I conduct myself in a way that is consistent with being a good role model for children.

## Pupil's Responsibilities

This section is for use formally with Key Stage 2 pupils only. However, it may be useful to parents of Key Stage 1 pupils as a basis for discussion, at their child's level, about important issues in school.

I shall do my best to:

- immediately follow instructions and requests from teachers and to complete any work set to the best of my ability.
- attend school regularly and punctually .
- ensure that I have the correct equipment, books and kit for each day's lessons.
- wear school uniform every day and be of tidy appearance.
- complete all homework on time and to the best of my ability.
- show respect for other people, for their cultures, beliefs and opinions and relate to everyone in a polite and considerate manner.
- show respect for all property - my own, that belonging to others and the school.
- show respect for our environment, both in school and outside.
- play and work safely and always try to do my best.
- inform school of any important issues or concerns that I may have.
- behave in a manner that upholds the good reputation of Tividale Community Primary School, both in and out of school.

Pupils Name: ..... Class: .....