



DEEPING ST NICHOLAS BEHAVIOUR POLICY

September 2017

OUR BELIEFS AND EXPECTATIONS

We believe that effective discipline is based upon expectation of good behaviour and sound relationships within a secure, caring environment. A positive atmosphere should be fostered which embraces the need for mutual respect, tolerance and understanding of every member of the school community: children, teachers, non – teaching staff, governors, parents and voluntary helpers. In order to achieve this, everyone will need to be aware of, and apply fairly and consistently, such expectations and acceptable strategies that can be used.

We expect that:

- Everyone should be treated with courtesy and respect
- Everyone should set a personal example and treat others as they would like to be treated
- Respect for property belonging to the school and to other people should be encouraged
- Positive aspects of a person's personality and behaviour should be praised
- Any expectations should be reasonable and achievable
- There should be an understanding of school rules and their purpose, which is to be safe or to be fair
- Everyone should give of their best in both work and behaviour

Both adults and children should try to understand how each other feels and from this appreciate the reasons for particular behaviour.

All adults in school are expected to:

- Set high standards of speech, manners and dress
- Be positive in establishing an individual relationship with every child: Greet and be greeted; Speak and be spoken to; Smile and make eye contact; Build bridges with humour; Listen and earn respect.
- Try to give praise and positive reinforcement wherever possible to emphasis positive behaviour and attitudes
- Encourage the children to take a pride in their school by setting a high standard of order and presentation around the school
- Try to identify and deal with potential problems before they occur
- Be alert to possible bullying and racial or sexual harassment.

Dealing with problems.

The way we deal with problems is crucial to the effectiveness of our behaviour policy:

- Deal with misbehaviour as to ignore it condones it
- Address the problem
- Keep calm and reduce tension
- Avoid confrontation
- Listen to all sides
- Establish the facts
- Judge only when certain
- Be firm, but fair and consistent
- Don't make any threats that you are not prepared to carry out
- Always mean what you say
- Follow the approved system of sanctions and punishments

Do all you can to avoid:

- Humiliating
- Shouting
- Sarcasm
- Over – reacting
- Punishments
- Punishing what you can't prove

Expectations in the classroom

- Meet and greet the children as they enter the classroom wherever possible
- Motivate all the children at an appropriate learning level, and always expect their best effort
- Notice and praise positive behaviour patterns
- Be consistent in expectations and make sure the children are aware of these
- Set and maintain high standards of classroom organisation and display, and involve the children in taking care of the classroom
- Give the children responsibility wherever possible
- Don't be afraid to say sorry
- Ask for and expect support from colleagues
- Use the curriculum, particularly PHSE, to support the behaviour policy.

Expectations outside the classroom

- Talk to children you meet around school
- Remind children of the school rules, and remember we have a responsibility for all children, not just those in our own classroom
- Inform colleagues of any child who has caused concern just before playtime or lunchtime to keep others aware of potential problems

Expectations of teachers on duty

- Seek out and support children known to be experiencing problems and chat.
- Be aware of any potential danger spots and maintain a high profile. Be visible and move around a lot.
- Report any incidents to the class teacher or the headteacher if they are more serious.

Expectations of Mid – day Supervisory Assistants

- Assume responsibility for the children in the knowledge that the headteacher and other member of staff are around for support.
- Carefully follow the lunch time routine and the guidelines for adults in the behaviour policy
- Be visible at all times – try to be aware of any potential problems before they escalate
- Refer any difficulties to the class teacher and/or the headteacher.

Lunchtime Behaviour

It is expected that the children will treat the lunchtime experience with as much respect as if they were in a restaurant. Hot food is served to the table, thus reducing the need for queues. Children sit at tables supported by two responsible table captains who actively promote positive behaviour. There are daily reward stars; gold stickers for the children sitting at the table which achieves the most stars during the course of the week, and a table favour for the children sitting at the table that achieves the most stars over the course of a month. Children not behaving appropriately will sit on a bench for the duration of their lunchtime play whilst they reflect on their actions. Outside, each class has a box of playtime equipment which can be used to play games or spark imaginative play. At the end of the lunch hour, the equipment is put away and children get into circles for circle time before returning into school.

CODE OF PRACTICE

Within the classroom, teachers and children must be able to adopt and adapt the recommendations to suit their own and their children's personalities. Whilst each teacher and group of children will reflect and need various approaches, all the recommendations should apply to any situation. It is important that there should be some consistency in approach.

How do we define unacceptable behaviour?

- Continued disregard for requests for reasonable behaviour
- Continual disruption of class or group activities
- Continual disregard for other's property
- Abusive behaviour or language, either to pupils or to adults
- Continual disregard for school rules
- Bullying or racial or sexual harassment

Bullying can be verbal or physical in nature and care should be taken not to give this implied support through the use of nick – names.

Children need to consider that there are boundaries beyond which they should not go, and a firm reminder will occasionally be necessary.

Sanction options

A telling off by an adult may be the most appropriate method for an isolated incident, and at this level it should be possible to reinforce positive situations – e.g. wouldn't it be better if.....?

Consider the seating options within the classroom, being aware that at times some children may need to be isolated and work alone.

Withdraw a privilege such as playtime. For supervisory reasons, there needs to be a place to go so that the child can be supervised at all times whilst not being allowed to participate in playtime activities. This may have to be inside in poor weather, but could be walking with the person on duty on the perimeter of the playground. This provides the child with the opportunity to enter into a dialogue about appropriate behaviour whilst being aware of the playtime activities that are being missed.

Move the child to a different area to allow a cooling off period. Considerations for supervision and safety should be made when selecting an appropriate place. If you send a child to another classroom make sure that the class teacher is aware and that this does not disrupt the teaching and learning of others.

Refer the child to the headteacher who will investigate the reasons for the poor behaviour and involve parents if appropriate.

An Incident Log for more serious incidents will be kept by the headteacher so that patterns in behaviour are more visible. When necessary, parents will be contacted to discuss inappropriate behaviour. In exceptional circumstances the headteacher will need to consider excluding a child in accordance with the Exclusion Policy.

Children causing concern.

It is important to have concrete evidence of children who are persistent in their misbehaviour. The headteacher should be kept informed of such children. With the support of the headteacher a log should be kept detailing:

- What the behaviour is
- When it occurs
- Frequency
- Teacher response
- Child's response

If appropriate, the child may be asked to adopt a particular strategy such as a contract for positive behaviour or a behaviour diary to monitor progress which can be shared with parents. Where these are not successful, we have a daily points system which enables children struggling with appropriate behaviour to earn rewards for the whole class which will encourage the support of peer groups.

It may be necessary to seek the advice of the SENCo (currently the Headteacher) to target particular issues through the IEPs. This can be shared with professionals, children and parents.

If progress is limited or too disruptive for other children then the advice of other support professionals may be necessary. In exceptional circumstances the headteacher will need to consider excluding a child in accordance with the Exclusion Policy.

Rewards

Positive behaviour should be rewarded in preference to misbehaviour being given attention whenever practically possible to do so. Praising children behaving appropriately reinforces expectations.

A smile and “well done!” remain the most effective reward when given genuinely within an appropriate setting.

In the classroom, raffle tickets are an immediate way to reward positive behaviour and at the same time remind everyone of expectations. A weekly draw on Friday afternoon can motivate children to acquire more raffle tickets during the week as the more tickets there are the better chances there are of winning.

Stickers and stamps may be used to reward children’s work at the discretion of the teacher. Teachers in other classrooms can reinforce exceptional success in this way.

Good Learner Awards can reinforce appropriate learning behaviour.

Bobby Bear will be awarded when appropriate to children who have displayed thoughtful behaviour that has benefitted someone in the school community.

The Respect Tree also supports positive behaviour within the school community.

RESPECT TREE.

There will be a respect tree displayed in the school hall which celebrates the respect that children have shown to each other, adults in school and the school environment.

The leaves have a photograph of the child but no names so that any trusted visitor to the school can take part in the reward process.

Stickers will be awarded throughout the year for behaviour which demonstrates respect in any of the circumstances listed above. When a particularly thoughtful act has taken place, the sticker may be awarded in assembly so that all children can share in the good behaviour of the child.

At the end of the year, all children will be able to celebrate the good deeds that they have done.

GOOD LEARNER AWARDS

Children need to be able to recognise the behaviour that helps them to learn. Each class teacher will be able to distribute “Good Learner” awards at the end of every lesson which clearly states the behaviour that has encouraged good learning to take place.

There may be some lessons when it is felt that the awards cannot be made, and they should not just be given out for the sake of it as this devalues them.

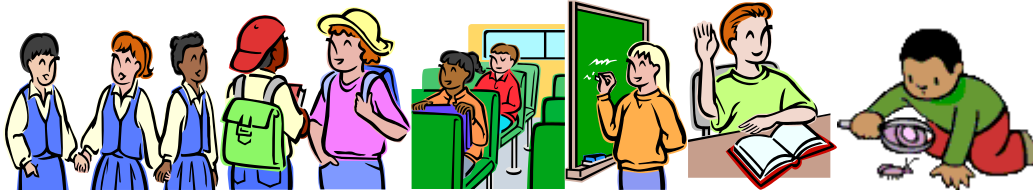
Children are encouraged to take the awards home and tell an adult exactly what it was that they did to help them learn. This will inform parents and carers about good learning behaviour.

There will be Headteacher Certificates to reward every 5 Good Learner Awards, and these will be presented in assembly on Fridays, when the whole school has the opportunity to find out about the good learning behaviour of others.

Bronze, silver and gold Headteacher awards will also encourage children to keep on trying.

Each year, Governors will have the opportunity to reward children with a prize at the end of year celebration assembly.

DEEPIING ST NICHOLAS PRIMARY SCHOOL EXPECTATIONS OF CHILDREN



Understand that rules are there to make school a safe and happy place for everyone. You will be encouraged to have and show respect for:

- Yourself
- Others
- The school environment
- Safety

Set a good example and be caring and helpful to younger children.

Move carefully and quietly around the school – always walk, stand aside to let others pass, hold doors open and be helpful to everyone.

Speak politely to everyone – especially when you are in a bad mood.

Take care of your own belongings.

Look after each other, and don't tell tales just to get someone else into trouble. Your teachers will quickly find out if you are doing this.

If you feel upset, harassed or bullied, speak to an adult you trust. If someone else needs help, find an adult as soon as possible.

Listen to each other and adults. Wait patiently for your turn whilst others are speaking.

Take pride in your classroom and your school. Tidy up after yourself.

Carry out and enjoy the responsibilities you are given. You are doing them because you have earned the trust and respect of your teachers.

Use the cloakroom displays to help you know what to do.

If a difficult situation arises that you cannot deal with by yourself, find an adult.

Treat others as you would like to be treated yourself.

Do your best to make the school a happy and exciting place to learn.



DEEPING ST NICHOLAS PRIMARY SCHOOL POINTS SYSTEM
to encourage positive behaviour

0	1	2	3	4	5
No work or engagement from the pupil throughout the lesson	Small amount of work and a little effort or engagement throughout the lesson	Small amount of work, a little engagement from the pupil continuously throughout	Good work, a little effort or engagement and improved behaviour at times within the session	Good work and effort, positive engagement and behaviour throughout the lesson	Outstanding work and effort, great engagement and behaviour throughout the lesson

NEGATIVE BEHAVIOUR POINTS
for negative behaviour which have consequences

1	3	5
Walking out Swearing Destroying work Minor disruption of others	Escalation from 1 requiring TA action Continuous disruption of others Verbally abusive to staff and pupils Objects used inappropriately e.g. thrown	Escalation from 3 Physical assault on staff or pupil Room re-arranged and objects misused Headteacher called

Number of points needed to earn rewards to be specific to the needs of each individual pupil.

	Start of School	Phonics or Spelling	Literacy	Playtime	Numeracy	Lesson before Lunch	Lunchtime	Afternoon Lesson	End of School
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									