

# Behaviour Policy

Black Lane



2016-2017

## Behaviour Management Policy

### 1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We believe in working, as much as possible, on the positive reinforcement of good behaviour.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 **Our School Rules**  
We have a set of rules, which the children, staff, parents and governors are aware of and which enable our school to operate for the benefit of all.

#### Our Golden Rules

- We are gentle and don't hurt others.
- We are kind and helpful and don't hurt anybody's feelings.
- We listen and don't interrupt.
- We are honest and don't cover up the truth.
- We work hard and don't waste our time or other's time.
- We look after property and don't waste or damage things.

### 2 Rewards and sanctions

#### 2.1 Positive Behaviour System

The staff at Black Lane CP School recognise that positive encouragement and rewards promote good behaviour in pupils and help to raise self-esteem. The list below makes suggestions about how this can be achieved but staff should feel

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free to use strategies and rewards which are appropriate to the age of the children and with which they feel comfortable:

- Praise good behaviour.
- Getting to the top - Ladder system (whole school). This system is to be used to promote positive behaviour in the classroom. Children will start each day on the green. Names will be moved up the ladder to indicate successes in behaviour and learning (or down to indicate lapses in expectations). Children are aiming to reach the top by the end of each day.
- Good Behaviour Assemblies.
- Stickers for good behaviour and work.
- Certificates
- Head Teacher's Award.
- Sending children to other teachers to acknowledge their achievement.
- Special chair in Circle Time.
- Golden Time.
- House points.
- Each week we nominate a child from each class to be 'pupil of the week';
- Each 'pupil of the week' receives a certificate in the school assembly;
- All children have an opportunity to share in a whole school achievement assembly where they are able to show examples of their best work.
- The Headteacher and staff actively encourage children to come and talk about good behaviour and work and reward appropriately.

The school acknowledges all the efforts and achievements of children, both in and out of school.

### 2.2 Time Out

'We do all we can within our school to manage behaviour positively.

However, there are times when we may need to use time-out to keep a child or young person safe, which may be themselves or others, or to maintain good order within the school'

- Time-out at Black Lane should not to be used as punishment or as a means of removing students indefinitely from the classroom. Time-out may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.
- A time-out should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.
- Any use of a time-out must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student.

### 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

#### Sanctions

The list below suggests the sanctions that can be used by teachers. However, they should feel free to use those which are appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Verbal warning.

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- Separation from those with whom they are behaving inappropriately.
- Taken aside and spoken to quietly by a member of staff to discuss what has happened and talk about the consequences of their actions.
- Finish their work in their own time.
- Loss of Golden Time.
- Asked to leave the classroom for a few minutes.
- Miss part of a playtime or lunchtime.
- Work in another classroom for a limited period.
- Rectify and make good any damage they have caused.
- Sent to the Head Teacher.
- Inform parents at the end of the day.
- A letter sent home.
- A meeting with the parents, involving the SENCO and/or Head Teacher if appropriate.
- Daily Behaviour Chart.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Temporary and permanent exclusion as a last resort.

Please see Sanctions flowchart – appendix 1

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom where appropriate. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

**2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.  
If a child threatens, hurts or bullies another pupil, the schools Anti-bullying policy comes into effect.

**2.6** Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **2.7 Lunchtime Behaviour**

The list below suggests sanctions that can be used by lunchtime staff. As many issues arising from lunchtimes can carry on into the afternoon, it is important that teachers are kept informed. If the behaviour has been dealt with, the teacher will not punish the child again but they would just remain aware.

- Verbal warning.
- Pupil is sent inside.
- Another pupil is sent to get the Head/Deputy teacher should a child need to be removed from the playground.
- Miss the next lunch break.
- Requesting that a child goes home for lunch as a last resort.

### 3 The role of the class teacher

- 3.1 In order for good behaviour to be achieved in our school, it is essential that all members of staff:
- Provide good role models by cooperating and supporting each other and treating one another and the pupils with respect, courtesy and consideration.
  - Recognise the positive contributions of all pupils – giving praise for good behaviour or any improvement in behaviour.
  - Apply rewards and sanctions fairly and consistently.
  - Speak calmly to pupils, reminding them of the school rules and why we have them.
  - Listen to all sides when trying to resolve disagreements.
  - Are alert to bullying and racial harassment and try to avert trouble before it escalates.
  - Encourage pupils to seek help when they need it and to report any unacceptable behaviour.
  - Ensure they collect pupils from playtimes and assemblies promptly.
  - Work to create a well-cared for environment and a positive atmosphere throughout the school.
  - Accept the responsibility for maintaining good behaviour throughout the school.
  - Adhere to the code of conduct set out in the All Wales Child Protection Policy.
- 3.2.1 If a child misbehaves repeatedly in class, a record of all such incidents is recorded. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher
- 3.3 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 3.4 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### 4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The headteacher keeps records of all reported **serious** incidents of misbehaviour.

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- 4.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and in line with the LA policy.

### **5 The role of parents**

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules, and we expect parents to support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **6 The role of governors**

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **7 Fixed-term and permanent exclusions**

- 7.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, in line with the LEA policy. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

### **8 Monitoring**

**8.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **9 Review**

**9.1** The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:**

**Date:**

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Appendix 1:

### **Sanctions:**

Black Lane employs a range of sanctions for dealing with unacceptable behaviour. All classroom staff have a responsibility for maintaining good behaviour both in the classroom and around the school.

### **Corrective Action; a Step by Step Approach (1)**

Tactical ignoring/focusing on the positive behaviour of others/adjacent praise



Distract the child who is off task



Give brief directions/instructions or provide a simple choice .... Remember to start with please and finish with thank you



Reminder of class and/or school rules



Redirect (avoid confrontation or arguments). Use assertive language



Make consequences clear – refer to behaviour ladder



Use cool off time or time out (short periods only – to think about behaviour, and then return to class) or consider a change of seating – child moves name down the ladder and loses point



If negative behaviour persists, child could work by themselves until the end of the lesson (in class) or could work in another classroom until the end of the lesson.



Choose a possible sanction – child moves name down ladder again ... missing part of a playtime, I'm sorry letter or drawing, loss of Golden Time/other privilege (depending on age and needs of the child).



Remember to record any incidents of persistent, negative behaviour using the 'Behaviour Incident' form and pass onto the Head teacher (the Head teacher/SLT will monitor these)



For serious or persistent behaviour ... send for Head teacher or Senior Teacher – child moves name down ladder



Refer to Stage 2 of Step by Step Approach

**Corrective Action; a Step by Step Approach (Stage 2)**

Children should be reminded consistently that for all negative behaviours and infringement of school rules there are consequences. It should also be remembered that in many situations forethought, preventative action and positive interventions can avoid the need for sanctions.

Despite using the step by step approach above (1), the child may choose to continue to display unacceptable behaviour. In these instances, the following approaches will be used:

Head teacher to speak/meet with parent(s) to discuss behaviour and next steps



A Behaviour Book or Home/School Book or Individual Target Chart may be introduced



Meeting with parent, child, teacher, ALNCo, Head teacher



Formulation of an Individual Behaviour Plan ... Special Needs Code of Practice to be followed. Short term targets will be set with what are considered achievable results



Involvement of outside agencies



Internal/Lunchtime Exclusion



Temporary Exclusion



Permanent Exclusion

Permanent exclusion is rare at Black lane and a whole range of alternatives are exhausted before it is considered. However, if there is a single, very serious incident e.g. violence towards a member of staff, violence towards another pupil, permanent exclusion will be considered. It is also possible if a pupil, over a period of time, fails to respond to our code of behaviour and is deemed to be beyond our control.

In the event of a serious incident which may involve extreme behaviour and may result in an injury to another child or adult, the following actions may be taken:  
\*Child may be withdrawn from a school trip/event.  
\*Child may be issued with an internal/fixed term temporary exclusion.  
\*Child may well be issued with a permanent exclusion.  
**The above consequences will be at the discretion of the Head teacher in consultation with the Senior Leadership Team and Chair of Governors.**

**Implementation:**

Our school promotes self-discipline, independence and responsibility. Through the curriculum and the framework of this policy, we will provide opportunities to develop positive, social attitudes.