



Behaviour Policy & Procedures

September 2018

Archibald Primary School Behaviour Policy & Procedures	
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Archibald Primary School – Behaviour Policy

The Nurturing Programme's principles of praise and encouragement underpin this policy, with the aim of developing positive attitudes to learning and behaviour within Archibald Primary.

Aim of the School

In our school we seek to understand and meet the needs of the individual child. In order to do so, it is important that the school provides a happy, safe, secure and intellectually stimulating environment where the children are not merely given the opportunity to reach their full potential but are expected to do so. The children of Archibald School are encouraged to give of their best by putting the emphasis on personal achievement rather than success and failure.

In school we seek:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To develop self-respect, mutual respect and tolerance between peers and respect for adults with whom they come into contact.
3. To develop care and concern for the environment in which we work and live.
4. To create the conditions for an orderly cohesive community in which effective learning can take place and support community cohesion in the wider community.

The children must take responsibility for their actions by using their personal power to make the right choices.

We praise and reward acceptable behaviour rather than focusing on undesirable behaviour.

We emphasise fairness and distinguish between negative behaviour and the individual making that behaviour. We always promote a **NEW START**.

Children's Rights

As a Rights Respecting School we believe that at Archibald School children have the right to:

1. be respected and valued, both as an individual and as a member of the school community.
2. work in an atmosphere conducive to learning. No one has the right to prevent others from learning.
3. be safe
4. be looked after by caring adults who make them feel welcome and equally important.
5. an equal entitlement of the curriculum and every aspect of school life, irrespective of gender, age, race, socio-economic background, denomination, sexuality.

Teachers have the right to expect children to behave and work positively and to have the support of parents in their efforts to ensure that children do so.

Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

WHOLE SCHOOL RULES

We have **5 Golden Rules**, which embody the ethos of our school making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour.

5 Golden Rules

Respect everyone and everything

Use kind and caring words

Listen to and follow instructions

Everyone to use their personal power to make the right choice

Share your problems and celebrate your achievements

ENCOURAGING POSITIVE BEHAVIOUR

Praise positive behaviour

Draw attention to the rules(and the consequences of breaking them)

- by talking about them
- by displaying them
- through drama / role play
- by following The Nurture programme

It is essential that pupils understand what is required of them.

Reinforce positive behaviour with REWARDS

Archibald Primary School actively celebrates positive behaviour wherever it is found. Verbal praise is freely given and children are encouraged to recognise the efforts of others. Marvellous Me is used to share 'good news' with parents and carers.

Whole School Behaviour Reward System

Each week a whole school celebration assembly takes place. These focus of promoting positive attitudes to learning through **M.A.G.I.C**, **L.O.R.I.C** and **5 Golden Rules**

M.A.G.I.C

Motivation

Attitude

Gumption

I learn

Communication

L.O.R.I.C

Leadership

Organisation

Resilience

Initiative

Communication

and **5 Golden rules for positive behaviour.**

Each class teacher selects their individual class 'Star of the week'. A FS/KS1 star and a KS2 star selected from the box receive a choice of book from the basket.

The Headteacher 'Star of the week and Headteacher 'golden table' reward positive behaviour and achievements. Certificates are also given for specific achievements from different members of the school community, e.g. Sharing and Caring Award.

Team Reward systems

Each team uses a variety of rewards to promote positive behaviour, e.g. praise pads, letters home, positive text messages home, Marvellous Me, sending the child to Headteacher for praise.

Individual Classroom Reward Systems

A key strength and quality of our staff is that, whilst seeking consistency in positive behaviour management and messages, we are not afraid to promote our individuality and personalities. We have a shared belief that all classroom based reward systems should be highly visible within all rooms. As such, teachers are encouraged to continue with individual merit systems, certificates and other rewards within their classrooms whilst actively joining in with team and whole school systems where appropriate.

RESPONSES TO NEGATIVE BEHAVIOUR

Most children behave in a consistently acceptable manner but every community needs procedures to deal with situations where this is not the case.

Inappropriate behaviour will not be tolerated. If a pupil's behaviour / attitude are unacceptable, sanctions will be used. Staff take great care to sanction pupils appropriately to help them learn from a mistake or poor decision so when they are in similar circumstances in the future they are better able to make good decisions. Where appropriate staff use restorative techniques and procedures aiming to enable positive relationships to be re-established.

All staff have a shared understanding of what is identified and dealt with as 'Inappropriate Behaviours'.

At Archibald any behaviours which negatively impact upon the learning and/or enjoyment and safety of others is deemed as inappropriate behaviour.

Unacceptable Language

Where a child causes offence by using unacceptable language targeted at another child or adult, their parent/carer will be informed by a mentor and the incident recorded on CPOMS (by the mentor)

The offensive language needs to be heard/witnessed by an adult. The exact choice of language used will be quoted in the CPOMS entry and reported to the parent/carer.

If the unacceptable language is racially offensive or discriminatory it will be reported through the school reporting procedure for incidents regarding discrimination.

Cause for concern

If a child is displaying poor behaviour choices in class or around school the following procedure will take place:-

1. Class teacher to use circle time to discuss behaviour generally, raising the issue with the child without embarrassing them.
2. Class teacher to inform team leader. Class teacher to continue to monitor for a short period, observe and note behaviours. Class teacher or mentor to contact and inform parents. A meeting between class teacher and parents to discuss concerns may take place. Home /school books may be introduced.
3. Class teacher/Team leader to make a referral to Mentor/PSA through the Care Team.

4. If a child is continually displaying poor behaviour choices but has not yet been registered as having behaviour highlighted as a SEN issue, Team leader to inform SENCo and complete a cause for concern SEN proforma.
5. Class teacher, Team leader and SENCo to set up Individual Behaviour Plan for individual child (see appendix 1) showing proven/preferred methods of supporting the child, helping de-escalate situations and a positive member of staff who can be called upon to support, if required. Pupil voice will always be taken into account on such plans.

GRADUATED RESPONSE TO INAPPROPRIATE BEHAVIOUR

Stage	
1	Verbal warning to pupil
2	Second Verbal warning to pupil
3	Third verbal warning to pupil
4	Time out in another class
5	Mentor involvement
6	Meeting with parents
7	Exclusion from school - Fixed term or permanent

Stages 1, 2, 3 and 4 may be omitted depending on the severity of the inappropriate behaviour, eg continuing to refuse to follow instructions, physical violence, threatening adults, fighting, leaving the premises without permission, continual blatant defiance ... (Refer to Appendix 2)

EXCLUSIONS

Fixed Term Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted'.

(DfE Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Listed below are some examples of behaviour/types of incidents that may lead to an exclusion. Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or pupils
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Theft
- Persistent defiance or disruption
- Leaving the school premises without permission
- Assaults or fighting with other pupils
- Offences relating to the misuse of technology which is detrimental to staff/pupils/the school
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name and reputation of the school
- Endangering the safety of others.
- Sexual misconduct
- Possession of drugs/alcohol related offences

In the absence of the Headteacher, the Deputy Headteacher will authorise fixed term exclusions.

Permanent Exclusions

The Headteacher's decision to exclude a pupil permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school

The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the school community:

- Serious physical assault on another student or member of staff
- Sexual abuse or assault
- Using an offensive weapon to endanger the safety of the students and staff of the school
- Making a malicious false allegation against a member of staff
- Supplying of an illegal drug

Reference:

'Exclusion from maintained schools, Academies and pupil referral units in England.' Department for Education September 2012

Right and responsibilities –Legal framework

Pupils can also be sanctioned when misbehaviour occurs out of school hours if it impacts on the running or the reputation of the school or the welfare of one of the pupils. Examples where this would be applicable could include; online bullying, poor behaviour while travelling to and from the school that adversely affects the reputation of the school or outright dangerous behaviour.

Staff can confiscate property being used in contravention of the school policy. Phones will be stored in the school office and will generally be returned at the end of the school day to parents/carers. In all circumstance parents may be required to collect confiscated property if staff are concerned over future potential use. e.g. – electronic cigarettes, mobile phones.

Designated staff can search students with consent for any item.

Designated staff may search a student without consent for prohibited items including.

- Knives and weapons
- Alcohol or drugs
- Stolen items
- Tobacco or E-cigarettes
- Fireworks
- Any item likely to be used to commit an offence
- Pupils are prohibited from selling items to other pupils. Any item bought or sold by a student during the school day could be confiscated.

Parental permission is not required however they will be informed if prohibited items are discovered. All searches will take place with at least two members of staff in the room and generally away from other pupils. Staff will ask the pupil to disclose any dangerous items prior to the search.

Staff have the power to use reasonable force (see positive handling policy) when a student is:

- Injuring themselves or others
- Causing damage to property (including the students own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility)

Staff may also use reasonable force when conducting a search if deemed necessary. (refer to appendix 3 - Serious Incident Report)

MALICIOUS ALLEGATIONS AGAINST STAFF

Complaints of misconduct against staff are taken very seriously by the school and will always be investigated thoroughly. Following this investigation if it is the considered view of the investigating officer that the allegation was unfounded and malicious then the pupil(s) involved in the production of the allegation will be disciplined according to the severity of the case. This may include sanction up to and including exclusion.

Consequences for inappropriate playtime behaviour

Playtime reflection

In KS1 the child is expected to reflect outside at the reflection station. This may be for some or all of their playtime, which is at the duty teacher's discretion. This will be monitored by the Team leaders in KS1. If the problem persists the team leader(s) will record on CPOMS and feed back to the Care team.

In KS2 the child is expected to reflect outside at the reflection station or may have an indoor reflection. This will be monitored by the team leaders in KS2. If the problem persists the team leader(s) will record on CPOMS and they will be feed back to the Care team.

Consequences for inappropriate lunchtime behaviour

Supervisory Assistants and Play Leaders deal with inappropriate behaviour following school procedure - refer to Appendix 4

Role of the Staff

Staff are trained in Team Teach and positive handling strategies (See positive handling policy)

Staff will –

- Praise to reinforce good behaviour
- Implement and reinforce the procedures agreed
- Make sure that the children understand the rewards and consequences and that they are used **consistently** and **fairly**. - Set a good example with regard to punctuality, dress, good manners, care and regard to individuals and the environment.
- Listen and take time to find out why there is inappropriate behaviour.
- Establish positive relationships with children and parents – to smile and relate.
- Set high standards and offer encouragement.

- Regularly review teaching methods and resources, curriculum delivery and differentiation.
- Stay calm and avoid confrontation. (see appendix 5 Toolbox)

Role of Mentor and PSA

In addition to the above, a mentor will:-

- act as a trusted advisor to pupils, parents and staff.
- support pupils, parents and staff wherever and whenever possible - offer practical help and guidance on behaviour issues.
- Liaise with external agencies, the care team, and school leadership team as required.

The Care Team

The Care team comprises of the Care Team Leader, Mentors ,Team leaders, PSA, SENCo, Link Governor and Headteacher. They meet on a regular basis and their remit is to monitor, evaluate and plan the next steps in support for vulnerable children at Archibald Primary School.

Governors

The Governing Board shares the values of the school and endeavours to support policy and procedure with regard to behaviour .The Governing Board meet once each half term and is actively involved in the decision making regarding issues surrounding inclusion. The link Governor reports findings from the Care Team to the Governing Board.

Home & School Partnership Agreement

Each pupil and carer signs an annual Home and school partnership agreement at the start of the Autumn Term. The Head teacher and class teacher sign the agreement on behalf of the school. The partnership sets out the expectations and responsibilities of all three parties (Refer to Appendix 6)

Links with other school policies

- Special Needs and Inclusion policy
- Anti- Bullying policy
- PHSE policy
- Positive handling policy
- Handling and relationships policy
- Safeguarding policy

Success criteria

- The values embodied by the concept of citizenship will be central to the culture of the school
- Monitoring by the HT and The Care Team will establish that the behaviour policy and its underlying ethos is accepted and applied consistently by all staff
- Parents and children will be aware of concerns about behaviour and will share in the decision making

This policy is reviewed annually

