

FRISKNEY ALL SAINTS CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

Behaviour Policy

This Policy will be applied to all children on the school register, including the under 5's, irrespective of gender or race.

Philosophy and Aims of the School

- 1.1 We aim to create a calm and caring atmosphere in which each child will discover the challenge of reaching his/her potential. We are a Church Aided School and at all times we promote a Christian ethos which enables the children to have due regard for each other's needs.
- 1.2 We have developed a disciplined environment in which the children discover security. Through this security comes the ability to discover self discipline. Through self discipline comes the confidence to develop enquiring minds, to become independent learners and develop the knowledge, skills and attitudes necessary to become secure, confident members of society.

Principles of this Policy

- 2.1 This school endeavours to provide a positive attitude towards the behaviour of the children, so that their own self-esteem and confidence is enriched. A self confident individual will have due regard for the property and rights of others. Children are always encouraged to respect the welfare of those around them.
- 2.2 We encourage and reward high standards in obedience, manners, work attitudes and sociability. Children are praised when they show good manners and thoughtfulness towards visitors to the school and have shown that they have been helpful. With the foundations laid within the school of Christian values and principles, we believe we will establish the factors necessary to foster the aims and philosophy of the school. In order to achieve this, the staff must, at all times, provide an exemplary role model. All members of staff, teaching, support, ancillary, mid-day, clerical and domestic, must display a mutual respect of each other and of the children. We must show children that we like each other as members of a team, and above all, that we like children. We must value their contributions, and be prepared to listen to them.

Agreed Strategies - Child Based Work

- 3.1 Good work will always be rewarded. Class teachers will reward good work on a house point system - Good, 1 house point, Very Good, 2 house points, Excellent, 3 house points. Exceptional work will be sent to the Head Teacher who will award a sticker and up to 5 house points; three consecutive Excellent pieces of work will automatically be sent to the Headteacher, and the work may be shown in Good Work Assembly.

- 3.2 Good Work Assembly is held each week, and is usually led by the Head. Each class teacher selects deserving pupils to show the school a particularly good piece of work achieved during the week. The focus of the Good Work Assembly alternates between a general focus and a specific curriculum area. Pupils from each class are also chosen who have shown good manners or have been particularly helpful or thoughtful towards others.
- 3.3 Birthdays are celebrated during Good Work Assembly so that each child has an opportunity within a year to feel special. He receives a card from school and a small gift, and the school sings Happy Birthday and gives a clap.
- 3.4 In the Hall, we have a Roll of Honour. Each week the names of children are written on the board who, in the opinion of the staff, have produced outstanding effort in work, manners, behaviour or attitude. Any adult can recommend that a particular child be considered for Roll of Honour.
- 3.5.1 Five house points are awarded when a child's name goes on the Board. Parents are encouraged to come into School to see their child's name on the Board and share the pupil's success.
- 3.5.2 Each Class teacher will award a pupil in their class the award of 'Pupil of the Week' and this child will receive a certificate which has been signed by the teacher and which states what the child has been selected for, for example, for showing particular effort in Literacy.

Behaviour

- 4.1 Within the classroom, discipline is the responsibility of the class teacher. Throughout the school we expect high standards in terms of respecting other people's property and space. Year 6 children will be given responsibility as prefects and assigned various duties around the school. Each teacher will have specific class rules, but general rules are:
- i) always push chairs under tables when leaving seat
 - ii) always ask permission to go to the toilet
 - iii) never use another child's crayons etc without asking them
 - iv) leave toys at home
 - v) use the toilet at break times
 - vi) make sure hands are clean so that books etc stay clean
 - vii) sweatshirts should be on or off, not tied round middle
 - viii) always walk in school, keeping left along the corridor
 - ix) do not hit, kick, scratch or spit (see Appendix 1)
 - x) never swear
 - xi) always be truthful
 - xii) always respond to a member of staff by using their name e.g. 'Yes please Mrs Shaw'
- 4.2 Occasionally however, some children find it difficult to conform, and the member of staff involved always deals with bad behaviour immediately. Severe cases of poor behaviour are sent to the Head. Rewards and sanctions will be fair and consistent.

- 4.3 Parents of children who persistently misbehave in school will be notified at an early stage as part of a Behaviour Modification Programme. A Behaviour Modification Programme is individually tailored to each child's needs, and is developed with the co-operation and support of parents. The School expects that parents will be willing to support the School in its efforts to help the child to behave. If however, parents are notified of repeated disruptive behaviour, then the child will be put onto the School's Special Needs Register at School Action.
- 4.4 If, after working with the child and the child's parents on a Behaviour Modification Programme, a child is still misbehaving, then the Emotional and Behavioural Support Service will become involved, and the child will be moved to School Action Plus (SA+) on the Special Needs Register. Details of how the Support Agencies are used are to be found in our Special Needs Policy.
- 4.5 In extreme cases, the Head, SENCO and Support Service may decide that the pupil's behaviour is so difficult that the child needs to be the subject of a Multi-Disciplinary Assessment and will refer the case to the SEN Area Panel for consideration.
- 4.6 If, as a result of the above investigations the Area Panel feel it appropriate, a Statement of Special Educational Need may be issued which will give guidance and make provision for the child's needs to be met either at this school or elsewhere.
- 4.7 Appendix (1) outlines some behaviours which are unacceptable; the list is not exhaustive and it must be understood that there may be occasions when an incident arises which is not listed but which needs appropriate action. In these cases, the Headteacher will use his/her discretion.
- 4.8 Children who misbehave at dinnertime will be managed in accordance with this policy. Persistent poor behaviour will be referred to the child's Class Teacher and, if the Class Teacher feels it necessary, to the Headteacher. Each dinnertime, the midday supervisors would reward children for good/improved behaviour with a sticker, one for inside behaviour, another for outside behaviour.
- 4.9 In the event of a child absconding from school, the Head will notify the police and parents. Every effort will be made to avoid this situation, and we need the partnership of parents to support us in educating children in the danger and gravity of absconding.
- 4.10 It is illegal for pupils to bring a knife into school. The Head will inform the Police immediately if a child is found in possession of a pocket knife etc. which has unauthorised use, craft knives used during craft being an exception.
- 4.11 Firearms of any description are strictly not allowed in School. In the case of a real firearm, Police help will be sought immediately. Toy guns must be not brought into school- following incidents in Dunblane and the USA, toy

guns will be dealt with as a real gun.

- 4.12 Any other item that the child brings into school which is used, or which a teacher suspects will be used in a threatening manner, will be considered a dangerous weapon and the child will be the subject of these disciplinary procedures.

Bullying

- 5.1 At this school bullying is defined as "any unacceptable form of aggression" which usually forms a pattern of behaviour rather than an isolated incident. Such behaviours could be:

1. physical (hitting, kicking, taking belongings)
2. verbal (name calling, racist, insulting remarks)
3. indirect (spreading nasty stories, excluding from social groups)
4. dominance of one pupil by another or a group of others which is premeditated
5. is deliberately hurtful
6. is repeated over a period of time
7. is difficult for those being bullied to defend themselves.

Strategies

- 5.2 It is vitally important that children are encouraged to report any incident of bullying to a member of staff. Often the child feels unable to do this, and parents must feel confident in the staff and the school to come along and report any such incident.

- 5.3 Any reported or known bullying will be dealt with immediately and by the staff to whose attention it has been brought. It will be monitored carefully and if it continues it will be brought to the attention of the Headteacher.

- 5.4 The Headteacher will:

- i) at first offence give a warning and sanctions in school; parents will be notified verbally by the Headteacher
- ii) at second offence, consult formally with parents, putting in writing to them the nature of the bullying and request that parents come into school to assist with sorting the matter out. The parents of both the bully and the bullied will be written to.
- iii) at third offence, exclude offender for suitable period of time.

On all occasions details of the offence will be recorded and kept by the Headteacher.

- 5.5 Physical abuse, resulting in injury, will always be reported to parents. Extreme cases may well lead to immediate exclusion.

Jewellery

- 6.1 The only jewellery to be worn in school by pupils is a wristwatch and, if the child has pierced ears, stud type earrings. Hooped or dangling type earrings are strictly not allowed. Items of religious significance such as the Kara bangle will be allowed.
- 6.2 Alarms on wristwatches must be turned off during school time. Watches should not be the large novelty type, but should be of a size suitable for a child.
- 6.3 All jewellery must be removed for any PE activity, including religious items. If a child cannot remove his/her own earring then this item of jewellery should not be worn in school.
- 6.4 If a child cannot wear a stud type ring because of an allergy etc. no earring should be worn in school.
- 6.5 Children will be told to remove any other item of jewellery worn in school, including alarmed wristwatches if they are not switched off, and hand it to the Class Teacher for safe keeping. It will be returned to the child at the end of the day.

Nail Varnish

- 7.1 Nail varnish should not be worn in school by children under any circumstances.
Make-up is not to be worn by pupils in school except for School Plays or other public performances where it may be necessary for character development.

Exclusion

- 8.1 The Law relating to the Exclusion of Pupils is detailed in DfES Circular 10/94. new guidance is being issued by the DfES and parents can obtain the most up to date legislation from the LEA or the school if they wish.

Only the Headteacher can exclude a pupil. From September 1st 1998 Exclusions are limited to 45 school days in a school year or the exclusion may be permanent.
- 8.2 Information about Roles, Rights and Responsibilities related to exclusions can be obtained from the Reception and from the Clerk to the Governors.
- 8.3 The Headteacher will exclude a pupil from this school as outlined under paragraph 5.4 in the case of sustained bullying.

- 8.4 The Headteacher will also exclude a pupil either temporarily or permanently who persistently disrupts the life, work and ethos of this school. It is the intention of the Governing Body and the Staff that we create a calm, secure, well ordered and disciplined environment in which we can all live and work. Persistent offenders, who repeatedly threaten this aim, will be excluded. The child may be excluded at any stage of the SEN Code of Practice, if the Head considers this to be an appropriate course of action. A child may be excluded without necessarily being on the SEN Register if an incident requires exclusion .

The Use of Force to Control or Restrain Pupils

- 9.1 The use of physical measures to control or restrain pupils will be used strictly in accordance with the School Policy "Use of Force to Control or Restrain Pupils". This is available from the Head on request.

At this school, physical restraint will never be used as a substitute for good behavioural management. However, the Governing Body recognises that staff need to reserve the right, in some circumstances, to be able to use legal, physical restraint.

Monitoring and Review

- 10.1 The Governing Body will review this policy every second year or sooner, if required.
- 10.2 The aims, philosophy and implementation will be constantly monitored by the teaching staff who will report any problems or suggest modifications to the Head.
- 10.3 Monitoring will be through informal discussions with the Head, at least once a term through Whole Staff meetings (teaching, support, ancillary, cleaning, lunchtime) to ensure the effectiveness of the principles which this policy embodies. Using the Whole School Monitoring Programme (MIC), Attitudes, Behaviour and Personal Development will receive an in-depth review in Autumn 2001, and Autumn 2004; a light touch review in Summer 2002 and Summer 2005.
- 10.4 This policy was written after consultation with

Whole Staff
Governors
Parents
Children - Year 5 and Year 6
and was agreed by the full Governing Body.

Date of formal Agreement 28th June 1995
Reviewed 22nd November 1996 26th February 1997 28th April 1999

26th February 2002 1st May 2003

Appendix 1

Whereas the Governing Body recognises that it is not possible to list every type of unacceptable behaviour, it sets down here broad guidelines for Staff, Pupils and Parents.

- i) Physical abuse of peer groups and/or staff such as hitting, kicking, thumping, scratching, spitting, biting, tripping, slapping, pulling hair, pinching, flicking,
- ii) Verbal abuse of peer groups and/or staff. Name calling, swearing, unkind remarks, sarcasm, excluding from peer group during play.
- iii) Intimidation of others rule by fear in the playground, threatening attack, spoiling other groups games,
- iv) In the classroom throwing articles, deliberately knocking furniture, calling out, interrupting, refusal to do as directed by staff, disturbing other children, preventing others from working, lack of work produced, shouting, deliberate defacing of work, answering staff back, items i) ii) and iii),
- v) Around the school running in corridors, climbing in toilets, climbing drain or heating pipes, flooding sinks, scratching paint, urinating anywhere other than in the toilet, defacing property, defiance of staff,
- vi) Chewing Gum will not be allowed in school under any circumstances.
- vii) Stealing of any kind.

Appendix 2

Interim Report - School Review Process

MIC

Pupil Attitudes, Behaviour and Personal Development

The Whole staff, teaching, support, mid day supervisors and clerical, met on Monday October 15th to discuss and review pupil attitudes, behaviour and social development. The review was lead by the Head.

Mrs Shaw began by reminding everyone that the purpose of the review was to identify strengths and highlight areas in need of improvement with regard to attitudes and behaviour as per School Improvement Plan and the framework for review agreed through the MIC review programme (copies attached). Staff were invited to discuss their opinions in four small groups and give feedback to the whole group.

Issues arising from discussions were:

- Where do we celebrate children's outside interests? Children make significant achievements outside of the school arena and we may not know of them or learn of them in a roundabout sort of way. It was acknowledged that possibly the delivery of a packed curriculum was the reason why teachers are unable to devote the time to discuss with children their extra curricular achievement. The suggestion was made that perhaps a notice board could be provided where children post information about their achievements.
- Concerns were expressed that some children find it difficult to keep on task, and in this case, an individual has the potential to disrupt the whole class. The child may well have SEN and part of those identified needs could well be behaviour. These issues should, and must be, addressed through a tightly constructed IEP. Class teachers will need to take responsibility for this in discussion with the SENCO.
- There was acknowledgment amongst all staff that there are children who bring to school attitudes from home which are different from the school, e.g. 'If he hits you, hit him back', 'my mum says bugger' and so on. This is always a difficult aspect of school life, but the school community needs frequent reminders of our Philosophy Statement in which all our values are embedded. Christian values include turning the other cheek and endeavouring to handle conflict by peaceful methods and therefore we cannot condone children answering violence with violence.
- The current political scene was highlighted as an outside influence over which we have no control. The war against terrorism currently being waged has opened up the age-old controversy about whether or not war is justified. This is not the arena to discuss that issue, but in school we must continue to advocate forgiveness and a peaceful means to end an argument. We must also advocate racial harmony and respect for the religious views of others as illustrated by work currently ongoing in Class

5 on Sikhism and Class 6 on Islam.

- Staff expressed concern that for some individuals, conflict in the playground can overspill into the classroom or even the home and a situation arises where parents are in conflict with each other over an issue which arose with their children in the playground. In these instances, there appears to be a lack of respect for the individual by others in the school. the question was asked 'How do we respond to conflict, especially negative attitudes?' The head will seek INSET on this issue for the Spring Term.
- There have been occasions when outdoor play equipment has been used inappropriately and there was general agreement that greater thought needs to go into what is purchased to decrease the likelihood of toys and games being used as weapons either actual or pretend. This was currently a problem on KS1 Lunchtime play rather than KS2 although occasionally it has been a problem on KS2 playground.

Mrs Shaw then went on to discuss issues from the OFSTED framework on Section 4.2 (copies enclosed) which clearly states the criteria for inspector's judgments and which serves as a guide for staff thinking and discussion prior to our end of term review when we will agree and implement any changes needed to the Behaviour Policy of the school. The 1995 framework was referred to and Mrs Shaw is aware that there is a 2000 document, but this is currently on loan to Mrs Jane Woodhouse, assistant SENCO who is also part of this school review.

It is vital that all concerned with the running of the school keeps these issues in mind and come to the next meeting prepared to make a contribution to this aspect of School Improvement.