



Steam Mills Primary School

Policy and Procedure: Behaviour

STEAM MILLS PRIMARY SCHOOL

BEHAVIOUR POLICY

Date: Spring 2016

Review Date: Spring 2017

Approved by Governors:

Signed: _____ (Chair)

Steam Mills Primary is a caring and understanding school. We believe that considerate behaviour is an essential feature of school life and we share a common understanding of expectations between all members of our school community.

Aims

As a school we aim to:

- ✓ provide a safe, caring and happy learning environment;
- ✓ foster positive self-esteem and self-discipline;
- ✓ encourage mutual respect and cooperation.

We currently employ the following systems:

School Rules

The school has a set of 'Golden Rules' created by the children.

My teacher can teach and children can learn if:

I show respect
I try my hardest and don't give up
I help others and share
I listen carefully,
I am in charge of me!

The thinking behind each rule is explained so that all children realise the need for a code of conduct to ensure their happiness and safety.

Class of the Week

Class stars are awarded when a child/group of children exemplify a school rule. This develops cooperation, interdependence and dependence within the class. The class with the most stars for one week will receive a special treat e.g. 5 minutes extra playtime/Golden Time etc.

Going for Gold

'Going for Gold' is a system of traffic lights within the classroom. All children start the day on GREEN and depending on their behaviour, attitude, etc., they can move up to SILVER

and GOLD, which represents exemplary behaviour. Children are given a 'silver' or 'gold' certificate to take home. Negative behaviour results in a child being moved down to AMBER or RED. A red traffic light will result in the need for a child/children to see/be referred to the Headteacher to discuss their behaviour. Staff will find every opportunity to move the children off red. However, if a child is still on red by the end of the day, or if the behaviour is such that parents should be informed, they will be given a 'Red Letter' to take home outlining the misdemeanour. The letter must be signed by the parent and returned to school. These are then kept in the child's record file as a point of reference. The 'Going for Gold' system encourages children to look at routes of behaviour. For good behaviour, children need to follow the positive route. Unacceptable behaviour leads down the negative route. Children are consistently encouraged to follow the positive route and therefore produce good behaviour

Pupil of the Week

Children who have worked hard, who have been well behaved, etc., are chosen by their class teacher and receive a certificate in our Thursday Celebration Assembly.

Rewards and Praise

There are many other systems instituted in the classroom, these include written and verbal comments, individual teacher reward systems (e.g. stars, stickers etc), peer appraisal and encouragement, public recognition of good standards of behaviour and work with other children, staff and the Head teacher and use of privileges such as jobs within the classrooms and responsibilities around the school. All teachers have the children's best interest at heart. They provide rewards and praise for achievements and always deal with children in a positive and constructive manner. Examples include:

Consequences

Consequences are sometimes necessary to discourage inappropriate behaviour. Pupils need to learn to expect consistently applied sanctions for negative behaviour.

'It is the behaviour that is to be punished not the individual'.

All members of the school community should understand the progression of sanctions in force throughout the school.

Inappropriate behaviour should be dealt with in the following manner:

1. Verbal Warning:

Give a private verbal warning which clearly states what is happening and what the expectations are.

Example – Your behaviour is disruptive.

When you make a noise it is difficult to learn

I need you to stop making noises.

When you have stopped you will be able to learn.

Two verbal warnings should be given. (The child will need to move to Amber)

2. Time out

Set aside a safe place in the class that lacks stimulus. Ignore the child (as long as it is safe to do so).

Make sure that the child is informed clearly what is happening and what your expectations are.

Example – I can see that you are still finding it hard to learn.

You will have xxx time on your own.

You will need to complete xxx work

I will come and get you at the end of your time.

The child will move to amber traffic light.

If there is no improvement;

3. Withdrawal from playtimes

This should be age appropriate e.g Key Stage 1 pupils should lose not more than 10 minutes of their play.

4. Seek assistance from a member of staff e.g. Class Teacher, SENCo or Head teacher. The child will move to a red traffic light.

At this stage there should be informal contact, normally verbal, between the class teacher and parents.

If a child repeatedly offends then he/she will be referred to the Head teacher.

The school places value on children making amends if their behaviour has a negative effect on others. This might include writing a letter of apology (age appropriate) or carrying out some tasks that have a positive impact on the school.

Children who experience regular behavioural difficulties will be dealt with using a variety of the following strategies. Close liaison with the parents will be established, working in partnership for the child's benefit.

Anger Management programme.

Individual Behavioural Plan.

Graduated Pathway

Agreed 'Timeout' arrangements.

If a child is at risk of exclusion, a pastoral support programme will be implemented.

Advice and assistance will be sought from the LA and a risk assessment may be conducted.

For assistance with ascertaining behavioural problems, please refer to the Behavioural Assessment Flow Chart below. For assistance with bullying issues please refer to the Anti-

Bullying Policy which is available to view on the school website or in print from the school office.

Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550a of the Education act 1996: The Use of Force to Control or Restrain Pupils.

Teachers in Steam Mills Primary School do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if the child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children.

This policy should be read in conjunction with the Child Protections/Safeguarding Policy.

Children who demonstrate consistent negative behaviour will be placed on the behavioural assessment flow chart. This is for children who have received a number of 'red letters' or commit a serious offence.

The first step is to inform the child's parents about their behaviour and that this could lead to an exclusion. Any exclusion will be decided upon after discussions with relevant staff/governors.

These children, who are experiencing problems within the framework and are in danger of being permanently excluded, will have a behavioural support plan. This will be discussed with the SEND coordinator, class teacher and parents.

Reasons for 3 day exclusions will include the following:

- Assault on a pupil, teacher or staff member.
- Use of a weapon.
- Serious assault on another pupil.
- Illegal drugs (either using or selling)

A series of exclusions should not exceed 45 days in a year. This can lead to a permanent exclusion.

Children who are excluded should be provided with suitable work for the period of exclusion. Parents have a right to present their case to the Grievance and Disciplinary Panel of the Governing Body.