



Madley Brook CP School

Behaviour Policy

'Be Safe: Be Sensible'

Aims

At Madley Brook we aim to create a safe, secure and stimulating learning environment:

- where children are able to work and achieve to the best of their ability
- where children learn to value and respect themselves and others
- where we can help children develop the confidence and self-discipline needed to be successful in life, in school and wider community
- where children are given responsibility for their own behaviour, and gain an understanding from an early age that they make choices.

Rationale

This Behaviour Policy sets out the responsibilities for everyone in our school community. It also:

- outlines the agreed expectations of each other
- shows how good behaviour is encouraged and rewarded
- explains the consequences of unacceptable behaviour

All of the staff at Madley Brook work together and support each other to ensure that this policy is effective. We believe that parental support of this policy is vital to its success.

Expectations of staff

It is vital that staff develop positive relationships with the children in their care. To achieve this we expect all staff to:-

- Lead by example, by talking politely with other adults and children.
- Listen to the child.
- Involve pupils and parents in decisions to encourage positive pupil behaviour.
- Present work at appropriate levels as this will develop pupil's self esteem and encourage good behaviour.
- Ensure that all rules are applied consistently.
- Ensure that a child's behaviour is separated from his/her own sense of being i.e. "that was an inappropriate thing to do", not, "you naughty girl".
- Be available for informal and formal meetings about the child's behaviour.
- Keep parents/carers informed about activities in school in which they can be involved.
- Be in the classroom before the children, with tasks and activities prepared for their arrival.
- Give and receive respect.
- Value all ideas and contributions to class irrespective of accuracy.
- Expect high standards of work and behaviour
- Follow Staff Dress code

Expectations of Parents/Carers

Parents and carers are the most important educators and role models and we encourage them to work closely with the school in addressing behaviour. Through our home school agreement, they endeavour to:

- Support schools policies and guidelines for behaviour.
- Ensure their child attends school regularly and arrives on time.
- Take an interest in their child's learning and school life.
- Inform the school of any concerns or problems that may affect their child's school life.

A positive working partnership with parents is essential to the success of this Behaviour Policy. Staff and parents should liaise regularly to share concerns about a child's behaviour at an early stage, monitoring the effectiveness of management strategies by remaining in regular contact through phone calls, short meetings, brief notes.

Expectations of children

Children will be encouraged to take responsibility for their behaviour and whenever possible to repair and recover their situation, with guidance.

Children are expected to:-

- Move around school quietly and sensibly, walking not running.
- Be helpful and respectful to children and adults
- Display good behaviour and good manners.
- Be responsible for their own belongings and ensure they are properly equipped for learning.
- Keep school and class rules by following 'Be Safe: Be Sensible'

Positive Behaviour

We will always actively encourage good behaviour with praise, to build up positive attitudes. Praise and reward are used for both effort and achievement and are an integral part of good behaviour management.

In order to instil a positive atmosphere, adults will be consistent in how they call for children's attention. At our school the adult puts their hand up and says, '*Ready to listen in 5....*' and counts down silently to zero on their fingers to provide a visual prompt. The expectation is that all children are silent by the time the adult gets to zero; adults will not begin to address the class until all children are responsive.

Good behaviour will be encouraged through: -

- Making positive remarks about acts of consideration, politeness and good behaviour, including thanks with particular reference to the school's Values.
- Giving children opportunities to have special jobs and responsibilities within school.
- Involving all children in the devising of agreed classroom rules, which are then displayed and adhered to.
- Using positive corrective language ie. Avoid *don't*.
- Using positive non-verbal communication (gesture, smiling)
- Discuss openly the impact of inappropriate behaviour.
- Sharing positive behaviours and attitudes with parents, children and staff including the Headteacher.
- Achievement and effort including improved behaviour publicly celebrated ie. Assembly.

- Individual class reward systems eg stickers, pencils, “Wows!”, “star of the day”
- Celebration bench
- Middle table at Lunchtime
- Values Based Education assemblies

We are working towards becoming a Values Based Education School. Values underpin the work we do in and around the school. It is a way of being and a form of behaviour as opposed to a curriculum or scheme of work.

New Values will be introduced monthly / termly or when the need arises. They will be introduced through whole school assemblies and will form the basis of discussions during Circle Time / reflection time in classes.

Unacceptable Behaviour

Our whole school philosophy for managing pupil’s behaviour is ‘Be Safe: Be Sensible’. If a child needs to have a conversation with an adult about their behaviour they will be asked, ‘Was that safe?’ or ‘Was that sensible?’ This will allow children the opportunity to reflect on their actions.

At Madley Brook we regard the following behaviour as unacceptable and not conducive to the atmosphere we expect within our school.

- Unnecessary attention seeking behaviour – interrupting, excessive talking, passing notes, throwing things, poking and nudging.
- Refusing to share, to work collaboratively or take turns in activities.
- Avoidance of work.
- Persistent breaking of class/school rules.
- Disrupting other children while they are working.
- Teasing, hurting or intimidating others.
- Disrespectful behaviour towards others.
- Not owning up to unacceptable behaviour.

Serious misbehaviour includes:-

- Bullying.
- Racial harassment.
- Sexual harassment.
- Verbal harassment.
- Swearing.
- Insolent and defiant behaviour including refusal to co-operate or join in.
- Persistent disrespectful behaviour.
- Aggressive and overtly violent behaviour.
- Vandalism.
- Theft.

Strategies for managing unacceptable behaviour

If unacceptable behaviour occurs the following strategies will be used according to the child and the severity of the incident. This list is not exhaustive and is not hierarchical.

Stage 1

- Address the behaviour not the child
- Give the child attention if the problem is due to a lack of understanding or challenge.

- Tactically ignore the focus on the inappropriate behaviour but praise a nearby child who is behaving well. Praise the behaviour you want to see more of.
- Discuss the behaviour with the child and talk about why it is unacceptable.
- Focus on the unwanted behaviour using a firm but calm voice and good eye contact. Use this strategy to give the message that the behaviour has to stop, or issue a warning.
- Turn away and give the child time to repair his/her behaviour.
- Give praise if he/she has responded appropriately.
- If not, keep focusing on the behaviour – offer a consequence - *“come and join me please or you will have to make up for lost time at play time”*.
- If the child is calm and not affecting others, leave them but the consequences MUST be applied later
- If attempts to manage the behaviour have not worked then issue a second warning where the consequence is to make up missed time later.
- If behaviour persists then move to Stage 2.

Stage 2

- Time out in class.
- Time out in another class. The child should be sent to another class for a set amount of time. It is important that this is as unrewarding a time as possible.
- Very occasionally a child might require time out outside the classroom to calm down and / or redirect their focus if their behaviour is disrupting others. Where possible this should be with another adult who will supervise the child but will not enter into a dialogue. This will not be for any longer than 5 minutes. The teacher will then speak to the child individually. Children should not be sent outside the class if time out can be served inside.
- Missed playtime- the child will spend the time with adult supervision
- Visit to team leader who will deal with the issues
- Visit to Head teacher if the above has not seen an improvement in behaviour.

Stage 3

If these strategies fail to work the next steps may include:

- Contact parents/carers in the first instance; it is paramount that teachers discuss a child's behaviour when it starts to become persistently inappropriate.
- Formal meeting with pupil, parent/carer, teacher
- Pastoral support plan if appropriate
- Individual behaviour plan shared with parents and pupil which is also shared with all staff who are in regular contact with the child to ensure continuity of approach.
- Outside agency involvement such as GP, Educational Psychologist, Safeguarding Officer, Social Services or Home- School Link Worker.
- Contact home-school link worker if support is needed at home

Follow Up Procedure

Children will always be given the opportunity to reflect on their behaviour either verbally or in writing, during their “time out”, whether on the playground, or in the classroom. Staff may use the following prompts:

1. What happened?
2. Why did this happen?
3. What bad choice did you make?
4. How can you make this better?

It is important that children should apologise but also realise the consequences of their actions.

Refer to values to solve the problem

Lunchtimes and Playtimes

Our lunchtime supervisors are encouraged to support the whole school policy through endorsing positive behaviour.

- Use the language of Values to praise children when good behaviour is seen. This reinforces the positive ethos we want to see in the playground. We expect playground supervisors to be interacting with children to offer this positive feedback.
- Inappropriate behaviour observed must be discussed with the child and children should receive a reminder of what we want to see
- If this persists issue a warning.
- If a child receives 2 warnings there needs to be a discussion between the adult and the child about the behaviour, why it was inappropriate, what other options were available and how the child needs to put this right, maybe through an apology.
- If the behaviour persists or is serious enough for time out then the child must stand with the adult for 5 to 10 minutes. This time out is not for further discussion but a quiet moment of reflection for the child. At the end the adult will remind the child about making good choices and the child may go.
- Inappropriate behaviour in the lunch hall may result in the child moving tables.
- For more persistent or more serious behaviour the child must be sent to the teacher or the headteacher's office.

Resolving Conflict:

- Have all parties together
- Listen to everyone in turn. Do not allow interruption. Some children may need some time to calm down before being ready to talk.
- Remind children to tell the truth at all costs
- Praise children who tell the truth and accept responsibility (although consequences for the initial action may still apply)
- Sometimes conflict can be resolved through an apology
- Sometimes the behaviour is more serious and the child needs time out (in silence) beside the adult for 5 to 10 minutes
- For more serious incidents the child needs to be sent in to the teacher or the headteacher's office.

Behaviour management in the Foundation Stage

As in the rest of the school, in the Foundation Stage we rely heavily on positive measures to support pupils in making the right choice e.g. verbal praise, Wows, stickers, opportunities to carry out special roles e.g. stars of the week. The methods used in the Foundation Stage are age-appropriate.

There are also clear consequences for unacceptable behaviour. This begins with a clear explanation of what the child is doing wrong and what the expected behaviour is, to ensure s/he completely understands; next a physical gesture or 'look' to remind child of above and then moving the child to another area if the warning is not followed.

If inappropriate behaviour persists then "time out" is given straight away on a "thinking chair" (3/5 minutes duration, one minute per year of life) either inside or in the garden.

At the end of this the child is asked to recall or is reminded why they were given time out and what the “right choice” would have been. The child is then encouraged to make amends and apologise, showing responsibility for the sanction.

Bullying

Bullying is where one person is exhibiting power over another persistently and has three things in common:

- Deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for the recipient to defend themselves.

Bullying can take many forms:

- Physical: hitting, kicking, taking items
- Verbal: name- calling etc
- Indirect: excluding someone, spreading unpleasant rumours

Bullying is an unacceptable behaviour and will not be tolerated. If it does occur, incidents are dealt with promptly and effectively, and will involve the child, parent/carer, and staff including headteacher.

Teachers will keep a record of any incidents of bullying, which will be forwarded to the next class teacher as the child moves up through the school.

In extreme cases, the headteacher has the power to exclude the child. This is only in cases where there is significant risk to the health and safety of others. The parents and the Chair of Governors will be informed well in advance of any likely instance wherever possible.

Further guidance on dealing with Bullying can be found in the school’s Anti-Bullying Policy.

Exclusions

We feel that internal exclusions can have a better impact on the here and now than external exclusions. An external exclusion, unless supported appropriately by parents, could just mean a day off school.

Internal exclusions include no contact with peers during lesson time, lunch or curriculum time. Time is spent outside the headteacher’s office following the curriculum under the supervision of the headteacher or her representative.

Exclusions are considered as a last resort and will be taken only:

- In response to a serious breach of the school’s behaviour policy
- If alternative strategies have been tried and failed
- If allowing the pupil to remain in school would affect the education or welfare of others

There are two types of External Exclusions, permanent or fixed term. A permanent exclusion would result in a pupil being taken off roll. Fixed term exclusions are generally for a few days at a time although the headteacher does have the right to exclude for up to 45 days per school year. Parent/Carers should be notified immediately of an exclusion. Ideally, they should be notified by telephone followed by a letter; a meeting is arranged to discuss the incidents as soon as possible after the event.

Whilst the pupil is excluded his/her welfare remains the responsibility of the parent/carer and the pupil can not come onto the school site. Work will be set for the exclusion period and arrangements can be made for collection.

Parents/carers have the right to make representations to the Governing Body concerning the exclusion. The parent/carer will be given the name, address and phone number of the person to contact in the letter sent by the headteacher.

Monitoring and evaluating effectiveness

The effectiveness of the policy will be monitored through:

- The overall ethos and atmosphere in the school
- Visitors comments
- Children's/ Parental response and comments in annual questionnaires
- Staff comments and observations
- Headteacher's report to the Governing Body
- SEF

Other links

- Anti-bullying policy
- Exclusion procedures
- Dress Code
- Home-School Agreement
- Safeguarding Procedures

Monitoring and review

This policy will be reviewed every two years.

Classroom Behaviour

Minor Offences:

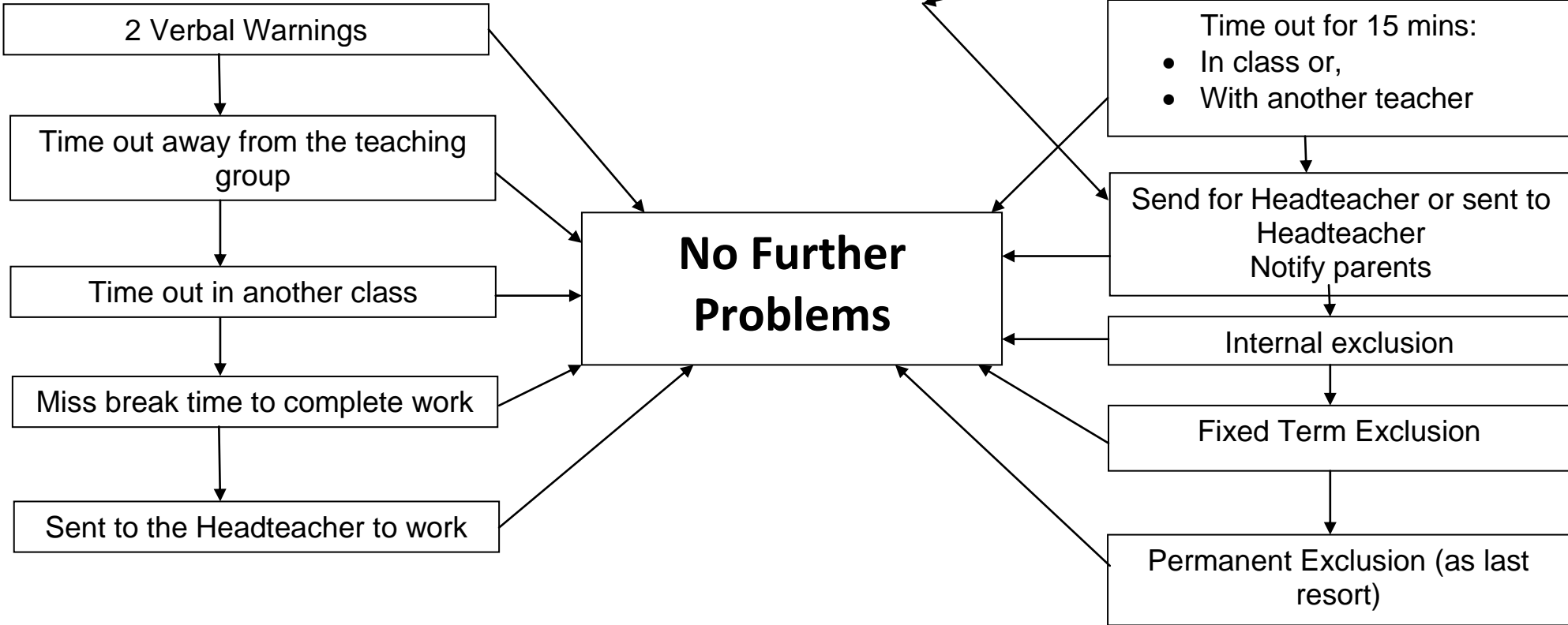
For example:

- Calling out
- Minor name calling
- Disturbing others
- Non Compliance
- Being disrespectful

Major Offences:

For example:

- Swearing at an adult
- Stealing
- Deliberately hurting others
- Destroying property



Minor Offences:

For example:

- Minor name calling
- Wandering in and out of the building
- Rough play
- Inappropriate behaviour whilst eating
- Being disrespectful
- Non compliance

Playground Behaviour

Including Lunchtimes

Major Offences:

For example:

- Swearing at an adult
- Deliberately hurting others
- Destroying property

