

B O U R T O N M E A D O W

S C H O O L

POLICY DOCUMENT

BEHAVIOUR

Sept 2009

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AIMS OF THE BEHAVIOUR POLICY

- To provide a secure, caring and positive atmosphere to support high standards of behaviour.
- To work in partnership with parents to promote the highest standards of behaviour.
- To foster self-discipline, honesty and a conscientious attitude and respect for others.
- To ensure that any sanction or reward is applied with justice and consistency.
- To ensure that bullying of any kind is thoroughly investigated, acted upon and followed up.
- To ensure that correct procedures are followed when managing racist incidents.

MANAGEMENT STATEMENT

We believe that early intervention from the Headteacher and/or Senior Management team is essential in supporting children who need to change their behaviour.

Teachers and support staff also need support from Senior staff in order to effectively manage behaviour in the classroom.

Where there is some concern regarding repeated unacceptable behaviour, parents will be notified at a very early stage by the Headteacher or Class Teacher.

In some instances the Headteacher will take the decision to exclude a child. These actions are at the discretion of the Headteacher and may be instigated for continued disruptive and/or aggressive behaviour over time; or serious “one-off” instances of unacceptable behaviour.

REWARDING AND PROMOTING GOOD BEHAVIOUR

- All adults will implement the school’s Learning and Teaching policy guidelines for creating a positive climate in the classroom.
- All adults will listen to the children’s explanations and give **everybody** a fair hearing. We understand that relationships are lost when children feel unjustly treated; on the other hand they will accept their sanction if they understand the rationale behind it;
- All adults will use praise whenever possible whenever it is due. We understand the positive effect this can have on the ethos in the school when adults communicate their satisfaction clearly to individuals or the group;
- All adults will endeavour to form good relationships with all the children. We know that children value this and all the adults at Bourton Meadow will do all that they can to build positive relationships with every child;

At Bourton Meadow school we have many ways of rewarding children such as Merits, House points, Stickers, Wise Owls, Smiley faces, public acclaim through assemblies, and going to the Headteacher or other senior staff for awards.

BEHAVIOUR IN THE CLASSROOM KS 1 and 2

Bourton Meadow has high expectations of behaviour in the classroom.

- Where appropriate children are expected to line up and move around the school in a quiet manner
- Children are expected to wait quietly for instructions.
- All adults who teach children should expect the children to be silent when asked.
- Pupils are expected to treat all property belonging to the school and others with respect.
- Pupils are expected to treat all adults and peers with respect and consideration at all times.

Children will be reprimanded by any of the adults in school if their behaviour is not acceptable.

Examples of unacceptable behaviour

- Children being rude either verbally or by inappropriate body language or facial expressions.
- Children not doing as they are asked - by **any** adults within school.
- Persistent low-level disruptive behaviour that sometimes involves others.
- Any behaviour causing other children to feel frightened, rejected or humiliated.

Sanctions

1. Teacher gives one verbal warning;
2. If behaviour continues, teacher writes child's name on the board and alerts headteacher/senior staff as soon as possible;
3. Headteacher/senior staff will speak promptly to the child about the incident;

If a child's name continually appears on the board the head or deputy head will discuss with the child and write a behaviour contract to be signed by all parties including the parent.

BEHAVIOUR AROUND THE SCHOOL

It is the responsibility of **all** adults in the school to ensure order around the building both inside and outside.

Staff will ALWAYS:

- Stop children running inside school, across the courtyard, along the terrace, and especially in the dining room. Make them go back and walk;
- Stop children loitering unsupervised anywhere in the building; send them out.
- Be vigilant in monitoring children's behaviour, in and around the toilets. There is potential here for bullying and also serious destruction of property.
- Report all incidents of misbehaviour before and after school.

LUNCHTIME BEHAVIOUR

Teachers or Teaching Assistants should accompany younger children to the dining room.

Children should wait their turn for lunch. They must not push in or keep places for other children.

Children should use quiet voices and behave in an orderly manner during lunchtime just as they would during the teaching sessions.

Lunchtime staff should have the same expectations and standards as all other staff.

Children are trusted to behave in a polite and orderly way at lunchtime and there are sanctions in place to support those supervising during this time.

Sanctions for lunchtime staff to use

There is a reporting system available to Lunchtime staff which is monitored by the Headteacher and Senior Deputy via a data base.

White cards:

These are completed by lunchtime staff for incidents which happen at lunchtime. The types of incidents recorded on these cards are monitored closely to determine any general areas of concern of behaviour trends on the playground. Assemblies are used to address some of the more minor issues. These cards are handed to senior staff immediately after lunch each day and the issues are then investigated thoroughly. Senior staff will decide on what sanctions, if any, are needed and the child and their class teacher are informed of any actions needed.

Senior staff are always available to offer support if there are difficulties within the hall or on the playground

Pupils who have been excluded during the lunch hour will arrive back just before the afternoon session begins.

When Lunchtime staff have to deal with behaviour issues they should model the example set by class teachers within the school. They must not shout at any child, but call them over and speak to them in a normal tone. Any other child concerned in the incident must be identified and everybody's point of view listened to before action is taken. If in doubt they will always refer back to Senior staff for advice and support.

For serious, one-off incidents, the headteacher or senior staff should be informed immediately.

Unacceptable behaviours at lunchtime include:

- Being rude or disrespectful to **any** lunchtime staff;
- Dangerous play or play fighting;
- Physical and verbal aggression of all kinds;

- Swearing and bad language;
- Spoiling the games of others;
- Misuse of lunchtime toys and equipment;
- Misuse of the toilet areas;
- Loitering in the cloakrooms and interfering with other people's possessions;
- Going anywhere inside the building without the supervision of an adult;
- Going into areas of the school site, playground or field which are out of bounds or dangerous.
- Bad manners while eating;
- Making other children feel intimidated or embarrassed because of the contents of their lunch box;
- Swapping food;

From time to time special behaviour strategies may be implemented for an individual child as appropriate.

Behaviour policy - F1 and F2

- The setting aims to promote good behaviour appropriate to the child's stage of development, the family context, and the context of the group care.
- At all times we will seek to develop and encourage appropriate behaviour through positive strategies, reward systems, gentle encouragement and explanation.
- Staff will always model good behaviour.
- We will ensure that children are clearly informed of the expected behaviours and boundaries.
- In our planning we will manage the group and resources in a way that minimises conflicts amongst children.
- We will promote self esteem and respect for other people and encourage and model kindness and helpfulness to others.
- We will consult and inform parents about any behavioural problems and take action at an early stage.
- The input and support of parents is essential, and we will seek to work co-operatively with parents.
- Where it is necessary to consult with other agencies this will be with the informed consent of parents.
- At no time will staff use negative and critical language or speak harshly to a child.
- Any form of corporal punishment is absolutely forbidden.

SANCTIONS FOR UNACCEPTABLE BEHAVIOUR IN THE CLASSROOM AT KEY STAGES ONE AND TWO

These sanctions are to be applied to all children as appropriate

Sanctions may be altered or tailored specifically to the individual.

Possible sanctions for misbehaving:

- Time out/isolation within the classroom
- Time out – outside of the classroom – under the supervision of senior staff
- Loss of playtimes inside or outside – but the child will not be left unattended
- Loss of break time privileges e.g. use of equipment
- Speak to parents where necessary
- Lunchtime sanctions

Some poor behaviour is a matter of maturity and we would expect to see a gradual improvement over time. Where children do not improve it may be necessary to involve the Special Needs coordinator to register the child as ‘in need of behavioural support’.

Sometimes exclusions at lunchtime may be used and very occasionally, for extremely disruptive behaviour, it may be necessary to exclude a child from school.

Other very minor classroom behaviour should be dealt with by the teacher.

However, continuing bad behaviour will ALWAYS be reported to the Headteacher or Senior Staff.

All incidents of bullying are to be reported to the headteacher/senior staff.

All racist incidents should be reported to the headteacher/senior staff.

BULLYING AND RACISM

Bourton Meadow does not tolerate bullying or racist behaviour of any kind.

All complaints, whether from a child or parent, must be reported to the Headteacher for inclusion in the data base behaviour record - even those which have been dealt with successfully by teachers.

All reports of racist incidents or name calling should be referred to the Headteacher or senior staff who will follow the procedure below which is taken from the Race Equality Policy.

“Racial incidents of any kind at lunchtimes are automatically immediately reported to the Headteacher. All racist incidents are recorded and teachers understand their role in challenging racism of any kind.

There is a full programme of PSHE activities to help raise awareness and help children understand that we all must challenge racism at Bourton Meadow.

If a racist incident occurs:

- *The Lunchtime Supervisors and Play leaders will immediately fill in a card;*

Teachers will:

- *Express disapproval and support the child;*
- *Report the incident to the Headteacher;*
- *Use the next circle time to discuss racial issues.*

The Headteacher will:

- *Identify the racist behaviour;*
- *Notify the parents of all parties;*
- *Consider any further action;*
- *Report the matter to the Governors and LEA as appropriate;*
- *Follow up with all children concerned.*

The Headteacher will maintain the records in the Behaviour data base and in the Racial Incident recording sheet to the LEA.”

DEALING WITH INCIDENTS OF BULLYING

Procedure for Teachers to follow:

- listen to the child;
- reassure the child that they have done the right thing in telling an adult;
- report the complaint **immediately** to the Headteacher.

The thorough investigation of alleged bullying is too time consuming for the Class teacher. Therefore it is a role undertaken by the Head and Senior Management team.

If teachers are in any doubt about a child's concern, pass it on. The Head or Deputy Heads will be responsible for any course of action. Staff will be kept informed where necessary.

Teachers should explain to their classes the use of the bully box and the use of Guardians and squaddies as confidantes.

The bully box is for any child to use at any time if they prefer to write down their worries rather than tell someone. Their letter will be read only by the head or senior member of staff.

The Guardians and Squaddies are Year 6 children that can be thought of as "special friends".

Procedures followed by the Headteacher/Senior Team:

- listen to child/parent or both;
- ascertain as much information as possible;
- speak to alleged "bully" and listen to what they have to say - very often children admit their "wrong doings" however they have not necessarily stopped the behaviour. Senior members of staff will continue to follow up and monitor by: -
 - checking with the victim and stressing to them that they must tell again if the bullying does not stop;
 - following up over the next weeks by checking the well being of the victim;
 - if the bullying continues the Headteacher will notify the parents.

POSITIVE HANDLING STRATEGIES

The Physical Control of Pupils

- School staff are vulnerable to child abuse allegations if they apply any form of physical control and “get it wrong”, or are perceived to do so. On the other hand, they are also vulnerable to accusation of a failure of duty of care if they do not apply any form of physical control and as a consequence a child suffers harm.

The Children Act 1989 states:

“Physical control should be used rarely and only to prevent a child from harming himself or others or from damaging property. Force should not be used for any other purpose, nor simply to secure compliance with staff instruction.”

- At Bourton Meadow we seek to protect the dignity and safety of both pupils and staff.
- We recognise that physical control is, at times, necessary but it is a **last resort** used only after all other strategies have been used.

Principles

- Every effort should be made to resolve the issue without resorting to physical restraint techniques.
- Staff should be satisfied that the child is:
 - At risk, or in danger of harming others;
 - Seriously damaging property;
 - Seriously affecting the educational entitlement of other pupils.
- The member of staff should first:
 - Warn orally that physical restraint will be used unless child desists;
 - Clearly state what he/she is going to do and why.

Only minimum force necessary to prevent injury or damage should be applied.

- The member of staff should try to secure the presence of other staff to act as witness or assistant before applying restraint.
- Relax restraint and allow child to regain self control as soon as it is safe to do so.
- On no account use restraint as:
 - a punishment;
 - to induce pain;
- to induce humiliation.
- Report the incident immediately and complete a “Major Incident Report” form.

- Staff should not intervene alone unless it is an emergency, if:
 - The pupil is physically much larger;
 - More than one pupil is involved.
 - The staff member has an illness or infirmity which makes intervention unwise.

In these circumstances staff should remove other pupils and summon assistance from other colleagues.

Some examples of behaviour which may signal the need for physical intervention:

- Pupil attacking member of staff;
- Pupils fighting;
- Pupil engaged in deliberate vandalism;
- Pupils running in the building risking injury to themselves or others;
- Pupils trying to leave the classroom or school without permission;
- Pupils persistently refusing to obey instructions to leave a classroom;
- Pupil seriously disrupting a lesson;

Guidelines to be followed:

- Issue one or more verbal warnings prior to restraint;
- Remove onlookers not critical to the process;
- Attempt to maintain the dignity of the pupil during and after restraint;
- Hold the body, where essential, the arms being held against the side of the body.
- Consistently remind pupil that when they are self controlled, restraint will be released;
- Restrain on the floor if this is the safest place for the pupil;
- Restrain hold on the legs, shoulders and arms.

Never, under any circumstances:

- Intentionally or maliciously inflict pain. It is accepted that physical restraint may sometimes cause pain but it should be incidental.
- Use restraint as a punishment;
- Hit a pupil;
- Force a pupils arm behind their back;
- Twist limbs;
- Pin pupil to wall;
- Sit on a pupil;
- Use a hold that restricts breathing or circulation;
- Use a hold that could be interpreted as being of a sexual nature.

After any major incident of this nature:

- The pupil should be offered the opportunity to talk through the incident as soon as possible.
- Staff involved should be supported through discussion with Headteacher;
- All incidents should be reported and recorded on the Major Incident Report form.

Assaults on staff or allegations of assault against staff

There are separate procedures and guidelines for investigation into incidents of this nature.

A report needs to be completed immediately after any assault or allegation.

The Headteacher will notify staff of procedures.

Extended Schools and Behaviour

There is an expectation that children involved in any extended school activities will behave in the same way as they would within the normal school day. The aim should be to give the children consistency of approach and expectations.

All behaviours and sanctions already outlined in this policy will apply for any Extended School provision.

Extended school staff will discuss behaviour with the children during the first week of term to review any 'rules' that will be agreed for the club. This gives the children an input into how the club runs and what is expected of them.

A copy should be displayed at the club for reference and copies sent home to parents.

Providers of clubs – who do not usually work within the school - should be given a copy of the Behaviour Policy and alerted to the expectations and sanctions available to them.

Other sanctions appropriate to Extended School provision:

- Time out sessions
- Withdrawal of privileges
- In the case of persistent unwanted behaviour, staff may speak to parents and work with them and the child to resolve the situation.

Staff should keep a record of any serious incidents for reference, and ask parents to sign to say that they have received the information.

Other rewards appropriate to Extended School provision:

- Specially designed certificates to recognise positive behaviour