

George Street Primary School



Behaviour Policy Autumn 2016

POLICY ON DISCIPLINE AND BEHAVIOUR

SCHOOL PHILOSOPHY

Our school believes that good behaviour and discipline are essential to achieving success. It is essential to maintain a well-ordered and safe environment for all our learners which is supported by everyone's commitment to ensuring the good behaviour of all.

All pupils are expected to behave in a sensible and responsible manner at all times. They are expected to achieve this by showing due consideration, courtesy and respect for all members of the school community, as well as personal and public property.

We maintain that developing an ethos of self discipline and self respect is one which is central to pupils meeting the high expectations we set and these values will form a core part of the school's discipline strategy.

George Street Primary has developed its policy around a core set of Values which underpin the strategies used. These Values are the focus for discussion with pupils both formally and informally and permeate all aspects of school life. Each month children's attention is drawn to a new Value. Twenty two in all are referred to over a two year rolling programme.

SCHOOL STRATEGY

Our school strategy for dealing with behaviour is centred on the philosophy of the Assertive Discipline Strategy and Positive Behaviour Management

These are:-

- The implementation of an agreed set of school rules, rewards and consequences which will be consistently applied throughout the school.
- An emphasis on the child's own responsibility for their behaviour - we believe and teach that behaviours are chosen – both acceptable and unacceptable.
- Forming a partnership ethos with parents/carers to promote good behaviour principles, also to provide networks of support whenever parents deem this necessary.
- To promote good behaviour using a positive and constructive approach and by treating all pupils equally and fairly.

THE IMPLEMENTATION OF OUR STRATEGY

The Assertive Discipline Strategy is about implementing a consistent set of rules, rewards and consequences.

RULES

All children are expected to follow the five school rules which underpin our strategy.

These are:

- **Follow instructions first time.**
- **Keep hands, feet, objects and unkind words to yourself.**
- **Stay in seat / class / playground / school unless given permission to leave.**
- **Use an appropriate voice level.**
- **Treat everybody in a polite way.**

These rules are generic and apply in all aspects of school life, including break time, lunch time and offsite visits.

All of these rules will be behaviour related and it is expected they will be taught and modelled to pupils when they first enter a new class and such times as deemed necessary.

Each new term teachers will re-introduce the rules and teach children to recognise how to follow the rules.

In class circle time activities, PSE/SEAL lessons and school assemblies, the important messages of maintaining self control, developing self esteem and displaying acts of self discipline will constantly be encouraged and promoted.

Use of Full Value contract for each class. Written by the learners at the beginning of each year and signed.

REWARDS

To promote behaviour in a positive way the school has adopted a system of rewards which includes:-

- Verbal praise for every child at least once a day.
- Use of 'Class Dojo' interactive website where each child accumulates points throughout the week. Child with the highest amount of 'dojos' at the end of each week receives a 'reward' (this is to be decided by the class teacher, to be voted for by the children at the beginning of the year. e.g. extra 10 minutes golden time/dip in the box). **(Appendix 1- Instructions for ClassDojo)**
- Use of 'Good to be Green' system – '*Privilege cards*' to be awarded each day to one child in the class. This child receives 'extra golden time' (or alternative reward decided by children) **(Appendix 2 – Behaviour Classroom Display)**
- Stickers/certificates
- Weekly praise assembly (Friday)
- Certificates and praise from Headteacher / Deputy Headteacher
- Positive messages to parents, including phone calls and text messages home and positive notes/postcards home

CONSEQUENCES

Children need to understand the consequences they could face if they choose not to comply with the school rules. Sanctions/consequences for rule breaking should be displayed in every class.

To promote consistency of practice across the school the following steps should be followed in every class.

- Use of 'Good to be Green' chart system – one displayed in each classroom. Every child is given place on the chart and starts each day on a green card.

For poor behaviour or for pupils who persistently break rules, there is a hierarchy of steps that must be followed:

1. 1st verbal warning
2. 2nd verbal warning = 'Warning Card' (yellow card) on 'Good to be Green' chart and 5 minutes away from group
3. Continuing to not comply with rules = 'Consequence Card' (red card) and time in partner class (5 mins)
4. Further failure to comply = member of SLT

For serious rule breaking incidents, a pupil can be fast-tracked to Level 4. SLT will make the decision to do the following –

- a letter can be sent home to parents/carers informing them of the rule breaking
- parents and carers can be invited to attend a meeting with the Deputy Head teacher, Head Teacher, member of the SLT or class teacher, as appropriate to address the current issue.
- In serious cases there may be an internal or even an external exclusion (to be discussed with DHT and/or HT. NB. The HT or in her absence the DHT are the only members of staff who can make a decision to exclude a child from school. (Permanent exclusion may need to be a consideration - see exclusions policy).
- Each member of staff will be provided with a half termly tracking sheet on which names of children who receive 'Consequence Cards' (red cards) are to be recorded. DHT to monitor names of children who frequently appear on tracking sheet each half term. A 'Circle Time' session to be provided for these children to discuss issues. Learners are made aware of this strategy. (**Appendix 3 – Behaviour Tracking Sheet**).

EARLY YEARS STRATEGIES:

To promote behaviour in a positive way a system of rewards which includes the following in Early Years:-

Nursery;

- Reward stickers
- Reward stickers from the Headteacher/Deputy Headteacher.
- Super Learner cards given out on a daily basis.
- Positive verbal feedback to parents on a daily basis.

Reception;

- Dojo points. When the children have achieved 10 dojo points, they have a dip in the special treat box.
- Reward stickers.
- Weekly celebratory certificates.

- Golden time every Friday afternoon.
- The whole class are set a target for the week. If they earn this by getting 5 spiders on the web/marbles in the jar, etc, they earn their special class treat such as milkshake instead of milk at snack time.

CONSEQUENCES

- Verbal warning
- Thinking time
- Taken to a FP member of staff
- Taken to a member of SLT

RECORDING/REPORTING OF INCIDENTS

Any incidents which may result in the involvement of parents must be recorded and reported to Head/Deputy Head as soon as possible after its occurrence. This is done using the computer based files set up on the school network. This ensures that all staff have access to and can contribute to information about each pupil. Staff are also advised to keep a record of those pupils who present as serious cause for concern, as persistent, low level disruption and poor behaviour can warrant the involvement of parents and other agencies (Use Behaviour Tracking Sheet).

All serious incidents in which pupils or staff have been:

- verbally abused, physically threatened or caused actual bodily harm, acts of bullying and damage potential or otherwise to school or personal property must be recorded on an incident log. (All confirmed cases of bullying must be recorded in SIMS). This is recorded statistically to the LA.

INDIVIDUAL BEHAVIOUR PLANS: (Appendix 4)

All children deemed to have challenging behaviour will need to have a Behaviour Risk Assessment carried out (Forms filed online in the SEN folder). From this assessment, that pupil will need to have an Enhanced Behaviour Plan (EBP) completed indicating staff involvement, current and expected behaviours, who is involved in monitoring, sanctions and rewards agreed by school and home and any comments from reports with outside agencies. This will need to run alongside any provision deemed necessary for a modified day, a Positive Handling Plan (PHP) or an Individual Educational Plan (IEP).

For some pupils Assertive Discipline may not be an effective strategy for improving behaviour. On some occasions Individualised Behaviour management Systems need to be employed.

A risk assessment will be undertaken for any pupils whose extreme behaviour is likely to cause injury to themselves and others.

Behaviour that gives extreme cause for concern should be reported to the LA and support services requested. Advice from the Educational Psychologist and Pupil Referral Unit and possible Out-reach support is sometimes required if a pupil's behaviour is proving too challenging for the school to manage alone.

All staff receive training for Team Teach and **physical restraint is only used as a last resort** when dealing with very challenging behaviour and only if there is deemed to be a significant risk to the pupil, other pupils or property.

WINDOW OF TOLERANCE

All staff have received training from Julie Casey regarding the impact of a person's 'window of tolerance' on their well-being and behaviour. The 'window of tolerance' refers to a zone of emotional arousal that is optimal for well-being and effective functioning. When we are within our 'window of tolerance' we are able to respond appropriately to all that comes our way without being thrown 'off course'. When we are outside of our 'window of tolerance' our nervous system responds by going into survival mode – 'fight or flight'.

Understanding of this concept will help staff to deal with challenging behaviour more effectively. **(Appendix 5 – The Window of Tolerance)**

Staff need to use strategies to deal with low level behaviours appropriately and use appropriate terminology when dealing with behaviour. **(Appendix 6 – Scripts and Response to Low Level Behaviour)**

A to E CATEGORISATION OF PUPILS –

Pupils across the authority are categorised according to the behaviours they present. An audit is done annually based on the definitions of different behaviours A to E. **(Appendix 7 – Audit Instructions)**. This is used to develop behaviour plans for individual pupils if necessary.

OTHER STRATEGIES:

- **Use of social stories –**

Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

Social stories are used for a huge range of applications, including:

- to develop self-care skills (eg how to clean teeth, wash hands or get dressed), social skills (eg sharing, asking for help, saying thank you, interrupting) and academic abilities

- to help a person with autism to understand how others might behave or respond in a particular situation, and therefore how they might be expected to behave
- to help others understand the perspective of a person with additional needs and why they may respond or behave in a particular way
- to help a person to cope with changes to routine and unexpected or distressing events (eg absence of teacher, moving house, thunderstorms)
- to provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy (eg what to do when angry, how to cope with obsessions).

- **Midday Supervisors -**

Also refer to Anti- Bullying Policy
Policy on the Use of Reasonable Force

Revised by Well Being Team
January 2016

Agreed By Governors on _____ --Date