



Behaviour Policy

Last reviewed: September 2018

Aims

- To create an environment which encourages and reinforces good behaviour and choices;
- To encourage consistency of response to both positive and negative behaviour and choices;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Children shall be expected to show respect to other children and adults; behave in a safe sensible and controlled manner at all times; behave in an orderly manner in class and be attentive; observe good manners and be honest. Pupils should contribute to a positive learning environment in an atmosphere of respect and have an enthusiastic attitude to learning.

The school has a set of rights and responsibilities that the children and staff are expected to adhere to:



Rewards:

Our emphasis is on praise and rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Rates of praise for behaviour should be as high as for work. As recognition of good behaviour, the following rewards are used; some are presented publicly during assembly:

- Verbal praise, smiles, thumbs up etc;
- Dojo points (which are like the 'old' house points that used to be awarded);
- Certificates;
- Stickers;
- Notes home to parents;
- Good to be Green chart;
- Individual 'prizes';
- Class 'Golden Time';
- Headteacher Tea Party (see section).

Teachers timetable a period of 30 minutes of Golden Time each week. Golden Time is spent on chosen activities which are agreed in advance.

Sanctions:

Although praise and rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval/disappointment, is a powerful deterrent.

The use of sanctions are characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required;
- There should be a clear distinction between minor and major offences;
- It is important that the sanction is not out of proportion to the offence;
- It should be the behaviour rather than the person that is disapproved of;
- Account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

Sanctions used:

- Expressions of disapproval;
- Use of Good to be Green chart (see separate section);
- Withdrawal of privileges;
- Reflection time (see below) - 3x in a term = meeting with parents;
- Referral to the Headteacher/Assistant Headteacher;
- Letters to parents;
- Fixed/permanent exclusion (following the LA guidelines).

Reflection Area:

The Reflection Area (which takes place at first breaktime) is an opportunity for the children to reflect on their behaviour and discuss how and why they have not followed the Golden Rules. It is a very open discussion but requires the children to be honest and really consider the impact of their behaviour. As with any aspect of school life, the children are reminded of Growth Mindset and how important it is to learn from your mistakes. Please see appendix one for the Reflection Sheet they are asked to complete (which is also available on the website)

Behaviour support:

Additional support is provided for children when the rewards and sanctions described above are not successful and is discussed with parents.

For example:

- good behaviour charts;
- one-to-one support from a Learning Mentor/Teaching Assistant;
- regular meetings with parents;
- referral to Derby City Council behaviour support team;

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Classroom Management:

Classroom management, an appropriately structured curriculum and effective learning contribute to good behaviour:

- classrooms are organised to develop independence and personal initiative;
- furniture is arranged to provide an environment conducive to 'on-task' behaviour;
- materials and resources are arranged to aid accessibility and reduce uncertainty and disruption;
- displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment;
- teaching methods encourage enthusiasm and active participation for all;
- lessons have clear objectives understood by the children;
- lessons meet the needs of children of different abilities.

Good to be Green:

This is a nationally recognised positive behaviour management system which we have now adopted at Markeaton in all classrooms. It is a very visual and highly effective system. See Appendix Two for the behaviour flowchart associated with this:

- All children start each day on a green card;
- If a verbal warning is given, then a child's card may be changed to amber;
- A continuation of this behaviour, following repeated warnings, may result in the child's card being changed to red;
- A red card means that the child is asked to attend Reflection Time with Mr Johnson (see section on Reflection Area);
- If a child remains on green all week then they are awarded five class dojos, if a child remains on amber then they miss two minutes of Golden Time and if they remain on a red card then they miss five minutes of golden time.



Example of Good to be Green chart from their website

Headteacher's Tea Party

Every Friday at 2:20pm the Headteacher hosts a Tea Party for any children who have demonstrated the following behaviours in that week:

- Consistent smart and tidy uniform;
- A notable Act of Kindness;
- Politeness and good manners.

They have a hot chocolate and some biscuits (or equivalent if a child has allergies) and discuss whatever they want to discuss!

Lunchtime Management:

Lunchtime supervision is carried out by a dedicated team of Mid-Day Supervisors who work closely with the class teachers, senior team and Headteacher. The MDS uphold the school ethos and have shared expectations for children's behaviour.

A well-structured lunchtime contributes to good behaviour:

- lunch rotas are in place;
- 'Golden Table' rewards well behaved children;
- Activities and clubs run regularly at lunch for children to participate in;
- Play resources are available for the children to use and enjoy;
- Dinner supervisors are friendly and approachable;
- Wherever possible, members of staff are available.

In the event of poor behaviour, the Senior Mid-Day Supervisor is notified. Members of staff are informed at the end of lunch, or for more serious problems, immediately.

There is also a lining up competition at the end of every lunchtime for Y3 to Y6. The best class are awarded extra Golden Time on a Friday.

Communication and parental partnership:

We give high priority to a positive partnership with parents since this is crucial to promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the *class teacher* who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the parents, and then the Headteacher/Assistant Headteacher, so that strategies can be discussed and agreed before more formal steps are required. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Parents/Carers – and conduct in school:

In school, parents/carers are expected to show teachers, adults and other parents and pupils respect and conduct themselves in a responsible and dignified manner. Parents and carers are expected to collaborate and cooperate with staff to promote the child's welfare and learning. If parents have concerns or cause for complaint they should follow the procedure set out in the complaints policy that can be obtained from the School Office. Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. The Local Authority and governing body have legal powers to prohibit access to schools. Where a person threatens or assaults a member of staff that can be reported to the police.

Use of reasonable force or to make other physical contact:

All members of school staff may use reasonable force to control and restrain pupils to prevent pupils from hurting themselves or others, damaging property or from causing disorder. The question of whether or not to intervene is a matter of judgement for the member of staff. Force necessarily involves a degree of physical contact and must be reasonable in the circumstances. Staff will always try to avoid causing injury but in extreme cases it may not be possible. Staff are under a duty to make reasonable adjustments for disabled children and children with special educational needs.

Screening and searching pupils:

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

Power to discipline beyond the school gate:

A pupil may be subject to sanction for bad behaviour off the school premises witnessed by a member of staff or reported to the school.

If the behaviour is a criminal offence or poses a serious threat to a member of the public, the police should always be informed.

Including Cyber Bullying:

Even if an incident of Cyber Bullying takes place at home and/or outside of school, Markeaton Primary School and the Governing Board retain the right to act in accordance with the School's Behaviour Policy as the effects of Cyber Bullying are often magnified in school. This may include Reflection Area, Meetings with Parents and possibly exclusions (see sanctions section above). However, it is with the support from Parents/Carers and an awareness of Cyber Bullying that we can successfully support the children and work together to find a solution.

When pupils display continuous disruptive behaviour:

Consideration should be given to a multi-agency assessment.

Exclusions

Should the school wish to escalate proceedings to an exclusion then are two types which can be opted for:

- Fixed Term Internal Exclusion – this is where the pupil is invited to work in a different classroom for a fixed period of time e.g. one full day or a morning/afternoon session. Work which is appropriate will be set by the classroom teacher and parents/carers are informed in writing.
- Fixed Term External Exclusion – this is where the pupil is asked not to attend school for a fixed period of time. Please click on this link to learn more about external exclusions: <https://www.derby.gov.uk/education-and-learning/schools-and-colleges/exclusion-of-pupils/>
- In both cases parent/carers are invited to attend reintegration meetings. These are an opportunity to discuss next steps and how best to work together in order to avoid further exclusions.
- Permanent Exclusion – this is where the pupil is permanently excluded from school. In order to prevent a permanent exclusion a ‘Managed Move’ may be explored.

The Role of Governors:

Governors must ensure that this policy is pursued at school.

From time to time provide the Headteacher with a written statement of general principles to guide the head teacher in deciding measures to promote good behaviour and discipline amongst pupils.

In carrying out their functions the Governing Board will have a duty to safeguard and promote the welfare of children and a general duty to eliminate discrimination under section 149 of the Equality Act 2010.

This policy should also be read in conjunction with the school’s ‘Anti-Bullying’ Policy.

Appendix One

First **A**ttempt **I**n **L**earning

Name:

Class:

Date:

- **Why have you been sent to the reflection area today?**

.....
.....

- **What happened before your behaviour let you down today?**

.....
.....

- **How do you think your teacher felt about this and why?**

.....
.....

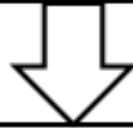
- **List two things you will do to behave better and more calmly next time.**

1.).....

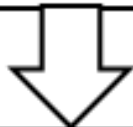
2).....

Appendix Two

Green: Child stays on green all week- 5 dojos/30 mins Golden Time.

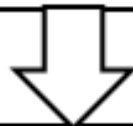


1 verbal warning: This needs to be explicit "This is your warning."

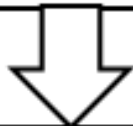


If behaviour continues, child moves their name to amber.

Amber: Lose 2 minutes golden time.



If child's behaviour improves, they may move back to green however they still lose their golden time.



If behaviour continues, child moves their name to red
Some behaviour will warrant a red card straight away (to be discussed)
Red: Lose 5 minutes Golden Time and Reflection that day/following day.