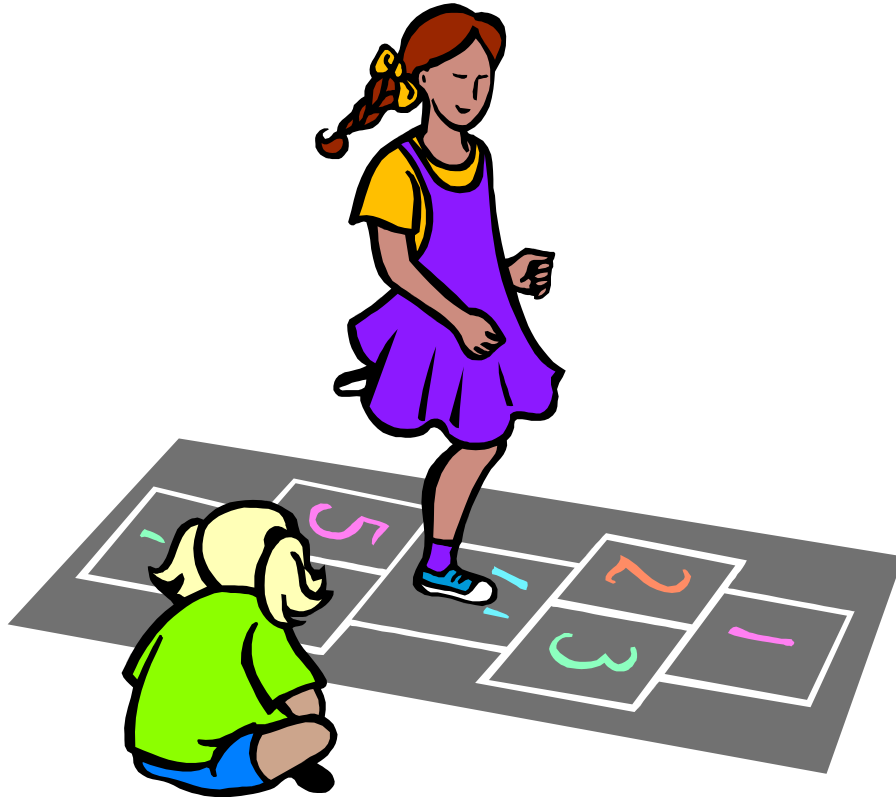


St. Andrew's CEVC Primary School,  
Great Yeldham

# BEHAVIOUR POLICY



Reviewed September 2009  
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## Introduction

The Elton Report of 1989 made the important point that there is a ...

**'growing body of evidence indicating that, while other factors such as pupils' home backgrounds affect behaviour, school based influences are also very important. The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values'.**

The Essex Approach to Promoting Positive Behaviour again refers to the Elton Report, claiming that:

**'schools are not value free zones. They play a vital part in promoting the spiritual, cultural, social, mental and physical development of young people. The ethos of the school should include a clear vision of the values which matter within the school and in the community; honesty; trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline'.**

***At St Andrew's there is no point in developing a whole school policy unless it is clearly understood by pupils, parents or carers and the whole school staff. This policy has been developed in full consultation with the governing body, staff and parents, with considerable input from the children themselves, through class and school councils and pupil interviews and questionnaires.***

- ***How do they want to be treated?***
- ***What sort of environment and atmosphere do they want to be educated in?***

The following questions must always be considered as part of the process of developing, monitoring and reviewing a whole-school behaviour policy:

1. What does the current policy achieve?
2. What would we like our policy to achieve?
3. Could our policy be better?
4. How could we make our policy better?

5. How will we know if the policy is successful?

## **Behaviour Policy**

At St Andrew's CEVC Primary School all the pupils are expected to behave in a responsible manner to themselves, to other pupils and to adults, showing care, consideration, courtesy and respect for other people at all times.

Everyone is entitled to have fun learning and teaching, be happy and feel safe in St Andrew's CEVC Primary School.

This policy will provide a clearly defined framework which can be easily understood by children, staff and parents.

## **Aim**

To encourage pupils to become responsible and caring members of the community by developing and making clear boundaries of acceptable behaviour.

## **Objectives**

1. To ensure that everyone connected with the well being of the school is familiar with this policy (i.e. pupils, staff, parents, governors, LEA) and thus prevent unacceptable behaviour in the school.
2. To develop trusting relationships at every level throughout the school, thus encouraging a calm, purposeful and happy atmosphere within the school.
3. To set a good example at adult level and raise awareness about appropriate behaviour.
4. To foster a wide partnership between parents, governors, community and other agencies i.e. police, Teams around Schools, Children and Communities (TASCC).

5. To develop and encourage mutual respect throughout the school and foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
6. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
7. To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
8. To make boundaries of acceptable behaviour clear and to ensure safety.
9. To help pupils, staff and parents have a sense of direction and feeling of common purpose. The Home/School Agreement (see attached) can help support this objective.

## Acceptable Behaviour

- All the activities occurring within the school contribute in achieving positive attitudes towards behaviour i.e.
  - a) planning the curriculum
  - b) quality learning and teaching
  - c) high pupil expectation
  - d) pupil involvement in the learning process
  - e) intellectual challenge
  - f) opportunities for taking initiative
  - g) opportunities for accepting responsibility
  - h) well merited praise and acknowledgement
- Children in our school are expected to behave well and respond appropriately to praise and encouragement at all times. They are encouraged to demonstrate a pride in individual achievement and corporate success. This also applies to activities that take place outside the school i.e. school visits, inter-school engagements.
- Children, staff and parents all have responsibilities to ensure positive behaviour during school time and during school activities which may take place away from the school premises.

**Children's responsibilities are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To respond appropriately and positively to the instructions of all members of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

**Staff responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

**Parents' responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.

- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

## Unacceptable Behaviour

This tends to be in two categories -

- a) anti-social behaviour, shown mostly in the playground and occasionally in the classroom; it includes rudeness and poor manners
- b) lack of motivation and achievement in the classroom situation

Sometimes these categories overlap and often are a result of external factors.

### 1. Low Level Interruptions

These may take the form of:-

- a) persistent chattering
- b) strange sounds/noises
- c) moving around the room
- d) persistent lack of attention
- e) continually dropping things

### 2. High Level Interruptions

These may take the form of:-

- a) mental and physical abuse to another child or adult
- b) extreme foul language to another child or adult
- c) running out of school

Low level interruptions will be the responsibility of the class teacher. The child will be asked to stop. Where necessary, the incident will be discussed with the child involved. If this is not successful the child

should be moved nearer to the teacher. If the behaviour persists, the incidents should be reported to the head teacher.

High level interruptions must be referred immediately to the head teacher who will deal with the matter and keep a note of the incident.

The "eye for an eye" approach to solving anti-social behaviour is discouraged at all times, as is "tale telling". It is realised that there are levels of 'tale telling' and the staff will investigate incidents thoroughly and act appropriately. Name calling of whatever nature is taken seriously, especially if it is repetitive, as this constitutes mental abuse.

If a child is unhappy or has been involved in 'an anti-social behavioural incident', he/she must be encouraged to tell an adult who will assess the situation and assist in solving the problem.

Action must always be fair but firm.

## **The Management of Pupil Behaviour**

To use the papers:-

- These papers are issued alongside the file '**The Essex Approach Promoting Positive Behaviour**', which have been developed by the Behaviour Team, Essex County Council. This is readily available in the staffroom bookcase and contains many excellent ideas and means of coping with the management of pupil behaviour throughout the school day.
- The Essex Behavioural Support Programme.
- Where appropriate the Behaviour Support Team (TASCC), outside agencies.

## **Rewards and Sanctions**

### **Rewards within the classroom**

Each class establishes a set of rules that are acceptable to both pupils and the class teacher. These are developed as a result of discussion and are reviewed throughout the year. The class teacher will reward pupils verbally, with written comments and by giving team points.

### **Sanctions within the classroom**

- 1 Sometimes it is necessary to provide a place where the child can 'cool down' and think about his/her behaviour. This could be a quiet place in the classroom, library or the head teacher's office.
- 2 Occasionally it may be necessary to remove a child from the classroom especially if he/she is preventing other children from working. According to the level of behaviour and disruption to other pupils, the child will first be removed to work in another classroom, then with the head teacher.
- 3 Often, children experiencing behavioural problems are experiencing other difficulties too. Thus it is very important that the school works closely with other agencies i.e. TASC which includes behavioural support, educational psychologists, child and mental health services, doctors, school nurse, educational welfare officer, so that these problems can be overcome.
- 4 If any child swears at, or hits/kicks out at any member of staff, the head teacher must be informed immediately. Parents will automatically be informed, by telephone, and a record kept of the incident.
- 5 If the child demonstrates persistent anti-social behaviour, he/she can be deprived of a pleasurable activity that is pleasurable to him/her i.e. exclusion from a playtime or lunchtime break outside for a short period.

### **Rewards at Lunchtime**

The Head teacher's Award (certificate) is awarded to a pupil at the end each month, when there has been no incidences of inappropriate behaviour. The child is encouraged to take home their excellent behaviour certificate to share with parents and friends. Pupils receiving this award will be given a special monthly treat, known as 'choc & pops', i.e. a fun size chocolate bar or bag of crisps with a small cup of fizzy drink.

Note: A record will be maintained to provide information on the behaviour patterns of each child and each year group. Overall percentages are calculated and displayed on the School Council Board in the Library.

### **Sanctions at Lunchtime**

- 1 The School Council devised a system for inappropriate behaviour at lunchtimes. A yellow card is given against inappropriate behaviour as

a caution e.g. refusing to put equipment away, ignoring an adult. If a child receives three yellow cards within the monthly cycle it will automatically change to a red card. A red card can be given immediately if the behaviour is severely inappropriate e.g. swearing, hitting, arguing with an adult.

- 2 Detention at playtime or lunch time may be given, depending upon the behaviour at the time. Any child, removed from the playground, will be sent instantly to the head teacher's office, which is regarded by the children as a 'Time Out' area, or somewhere to go if they need a quiet respite. It is important that consistency is applied here! It is also important that each child apologises verbally, or in writing, to the recipient of the abuse.
- 3 The parents/guardians will be informed, by letter from the head teacher, if there are three incidents of inappropriate behaviour and the red card will accompany the letter. A record will be kept using the 'Record of Disciplinary Measures' sheet.
- 4 Discussion about the situation takes place between the parents/guardian, the head teacher and the class teacher.
- 5 If the child demonstrates persistent anti-social behaviour, he/she can be deprived of a pleasurable activity that is pleasurable to him/her e.g. activities related to 'Golden Time'.

### **Bullying (See Bullying Policy)**

Bullying, an emotive term, can and does occur in varying degrees in all walks of life. Incidents of this kind are always taken seriously and addressed immediately at this school.

Bullying can be defined as the strong attacking the weak. It can be one against one or a group against one. It can be verbal or physical.

All of the staff are very watchful for this kind of behaviour and report it immediately to the head teacher. Strategies are put in place to prevent this as soon as possible.

Denial of a pleasurable activity will follow for the offender and a telephone call followed by a letter to his/her parents will be written.

Discussion with the parents will then take place and every step will be taken to stop any form of bullying. Generally parents are very supportive of the school.

## Exclusion

Exclusion is not the answer to solving behavioural problems. This only creates more problems. Difficult children are often unhappy in themselves and have personal problems to cope with and overcome. We, as a school, should be trying to help ease this situation by making available to them support, probably from external agencies, so that their behaviour patterns improve and conform with acceptable behaviour. However, the exclusion process will be used if a child does not respond to help and persistently displays negative attitudes towards behaviour and prevents other pupils learning. **The DCFS guidance '*Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units* (September 2008) clearly explains the procedures that must be followed in the event of exclusion. All parties concerned must make reference to this document.**

'Pupil's problems are not an excuse for unacceptable behaviour, they are an explanation'.

**To use this policy alongside other documentation: -**

- (a) Discipline in Schools.
- (b) Managing Pupil Behaviour.
- (c) Promoting Positive Behaviour.
- (d) Positive Behaviour Management.
- (e) Bullying - Don't Suffer In Silence.
- (f) Physical Contact and Intervention Policy.
- (g) The DCFS guidance '*Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units*' (October 2004)
- (h) Race Equality Policy
- (i) Inclusion Policy
- (j) School Attendance Policy
- (k) Community Cohesion
- (l) Disability Scheme

## **Recording of Disciplinary Measures**

A dated, permanent record should be made **within 24 hours** of the imposition of any disciplinary measures and must include:

- The name of the child concerned.
- The disciplinary measures taken.
- The reason why they were used.
- The name of the person who used them.
- Full details of any physical contact and intervention with the child and any outcome.
- If necessary, Health and Safety 'Revised Violence and Aggression to Staff Incident Report Form' should be completed to report any violent/aggressive incidents to members of staff.

**Reviewed by M Trappitt:      September 2009**

**Shared with Staff:              September 2009**

**Shared with Governors:        October 2009**

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