



# Behaviour Policy

**Reviewed: July 2020**

**Review due: June 2021**

**NB: Coronavirus Addendum (please see additional document). This details the changes in procedures to keep pupils, parents and staff safe have implications for the normal operation of our behaviour policy.**

Our school aims to provide a positive environment in which we can all work happily together. Everyone is encouraged to take responsibility for their actions.

We believe that everyone in our school has:

- the right to learn/teach
- the right to be respected
- the right to feel safe

## **The School Code**

1. We are always polite and well mannered.
2. We know when to listen and when to talk.
3. We try to be aware of, and support, others' needs.
4. We are kind and gentle with each other.
5. We use language that is considerate and encouraging to others.
6. We respect everyone and everything in our school.

## **School Rules**

We follow the School Code at all times.

We do not leave the premises without permission.

We work within the 'class contract' we negotiated at the start of the school year.

We move quietly inside the school.

## **Before School**

Arrive between 8.45am and 8.55am unless special arrangements have been made, in writing, with the Headteacher (e.g. attendance at Morning Club). A member of staff is employed from 8.45am to supervise children as they arrive onto the infant playground. Children must remain on the infant playground until the bell.

## **Playtime Rules**

Remember to stay in the area designated for your age group.

No dangerous or unacceptable behaviour, for example play fighting, pushing, pulling, grabbing, kicking, spitting, lifting, carrying, piggybacks, verbal abuse.

Allow others their own space.

Do not play in or through the library, classrooms, cloakrooms or toilets.

Keep off the grass, the walls round the front of the school and the path down the side of the hall. Keep out of the pond enclosure. Only use the trim trail, adventure playground and climbing wall when it is your turn and when supervised by an adult.

## **Bells & Whistles**

When the bell is rung, come off the field, leave the climbing wall and adventure playground, return sports equipment to the Year 6 Sports Leaders, visit toilet and drinking fountains if you need to.

First whistle: Playtime is over. Stop playing and stand still.

Second whistle: All classes walk quietly to your collection point, line up and wait to be escorted in by your school staff.

## **Lunchtime Rules**

Queue up and enter the hall quietly.

Eat tidily, politely & calmly.

Eat food sensibly.

Do not swap food.

Do not touch anyone else's food.

Clear up your plate, cutlery etc. and make sure the seat and table you have been using is tidy.

Pick up any spilt food: ask for help to clear up.

## **Assembly Rules**

Enter the hall in silence. Sit ready for assembly.

Only speak when you are asked to. LISTEN well. SING well. THINK.

## **PE Clothing:**

- (i) School kit is a plain T-shirt in their house colour, and navy or black shorts with suitable footwear (trainers).  
Children who forget their kit will, over 3 consecutive lessons:
  1. Receive a verbal warning.
  2. Have a written reminder (pro-forma letter) which goes home.
  3. A session in the duty room  
(See appendix 1 pro-forma letters in the PE policy)
- (ii) Children with long hair must tie it back appropriately to avoid restricting vision or causing entanglement with the large apparatus.
- (iii) Outdoor games- children can bring a tracksuit or suitable/ warm clothing to wear

## **School Buddies**

Buddies are not responsible for sorting out bad behaviour but for mediating in disputes to help those at odds to reach agreement about how to overcome their differences.

## **Rewards**

The whole ethos of our school is positive.

There is an emphasis on the use of language of choice (see below). We praise children for good behaviour and work. We encourage children to celebrate each other's achievements.

Different classes employ different rewards – for example, teacher comments can be shared with other staff, house points awarded, stickers awarded, Special Helpers and Star Pupils can be

chosen, Star Charts kept and displays of work mounted. 'Marbles in the jar' and similar rewards allow the whole class to benefit from collective good behaviour over time (e.g. extra play time). The whole school enjoys regular Celebration Assemblies, with certificates for individuals to show parents & carers. Photographs of these individuals are also displayed along with those of other 'Achievers' (eg. sports or out of school successes).

Language of choice: Children are encouraged to discuss their behaviour in terms of choices they make and possible outcomes of each choice. This approach is embedded in the whole school philosophy and ethos. It is based upon children taking responsibility for their own behaviour and accepting the consequences.

### **Sanctions**

We aim to minimise unacceptable behaviour by the way we deal with incidents. Recommended reactions to poor behaviour and the order in which they are used are listed in Appendix B.

When things go wrong we aim to reject the behaviour not the child.

For some examples of behaviour that are unacceptable at our school, see Appendix A.

The sanctions below will be applied as appropriate:

- Reprimand
- Clearing up any mess created
- Verbal or written apology to an injured party
- Loss of classroom privileges
- Stand against the wall (first break time offence)
- Completion of work and additional tasks
- 'Time-out' with SENCO, HT, Key Stage Coordinators – chill out zone
- Informal teacher/parent discussion (on going)
- Loss of break times (morning/afternoon play or Duty Room – see below)
- HT discussion with child (on-going)
- Establishment of a 'behaviour log' by class teacher/SENCO
- HT discussion with class teacher/SENCO and parents, sharing of 'behaviour log'
- Establishment of home 'behaviour log'
- Design of a 'Behaviour Plan' for child which is shared with parents and relevant staff
- 'On Report' – pupil reports to HT at the start of lunch break and after school every day (see below)
- Exclusion from clubs/Toasties
- Formal involvement of parents with HT
- Exclusion from school visits/camps etc
- Formal exclusion from school (fixed term and permanent)

### **Duty Room**

Any child who breaks our school code repeatedly or seriously can be put in the Duty Room. Before this happens the class teacher will normally choose to give the child two warnings. This may be a verbal or non-verbal signal. For example, this may take the form of a yellow card. Due to their age, children in classes R and 1, however, may spend some of their playtime with the class teacher (or Key Stage 1 coordinator for repeated offences) on the same day to discuss the issue instead of being sent to the more formal duty room.

Duty room sessions run between 12.15pm and 1.15pm. Children who have a hot school meal on that day may eat in the hall until 12:30pm when they will take their lunch to the duty room. If the child finishes early he/she will sit in the corridor outside the staffroom. After 1.00pm older juniors wait outside the staffroom until 1.15pm. The Duty Room is run daily by a member of staff who takes the child to their classroom and sets them appropriate tasks, often writing an apology to the staff concerned if their behaviour involved rudeness. Support staff enter children in the Duty Book for playtime misdemeanours and keep class teachers informed. At lunchtime children can be sent immediately to the Duty Room. Any adult who uses this sanction must inform the child clearly that they will be in the duty room, and the reason why. Any adult who puts a child in the Duty Room must also write the child's class and initials on the staffroom

board so that they can be identified by the staff member who is on duty. Parents are informed by letter that their child has attended the Duty Room and why.

A child's persistent misbehaviour and appearance in the Duty Room alerts the HT to the problem and after three entries in any half term the parents of the child will be called for a meeting and may lead to the child being put 'On Report'.

**'On Report' (see On Report Policy)**

A child is only put On Report after extensive work has been done with that child over a long period of time to improve behaviour, consideration for others and attitude to work. Methods employed will have included positive reward systems, reduction of privileges, removal from playtimes, completion of work and Duty Room.

The HT informs parents when a child is put On Report and discusses the background to and causes of the behaviour.

Being On Report means that the child reports to the HT at the end of the morning and afternoon sessions every day. The HT discusses with the child work done during each session and examines with them any complaints of inattention or disruption. Other staff contribute to monitoring the child's behaviour around the school. The child misses playtimes, completes work or extra homework as necessary.

The HT/SENCO may conduct classroom observations of the child.

The child remains On Report for a given period of time; however, they may stay On Report until class teachers, Headteacher, support staff, parents and the child feel that there is a permanent change in behaviour, or until another strategy is used to make a positive change.

When all agree that the child has thoroughly understood the need to work hard, be aware of others' needs and co-operate with others he/she will be taken off Report. If bad behaviour or unacceptable work occurs again the child goes back On Report immediately.

The Headteacher shares all developments regularly with parents.

**This policy should be read in conjunction with the following associated policies:**

- **The Exclusion Policy**
- **The Physical Intervention Policy**
- **The On-Report Policy**
- **The Anti-Bullying Policy**
- **PE policy (pro-forma letters)**
- **Coronavirus Addendum**

## Behaviour Policy      Appendix A



Milverton Community Primary School

### Examples of Unacceptable Types of Behaviour

(This list is intended to be illustrative of the unacceptable behaviour types)

- Rudeness to other children
- Unawareness of obvious needs of others, blaming others, failing to acknowledge the effects of own behaviour
- Name calling, whispering, spreading rumours about other children
- Noisy behaviour around the school preventing other children from working
- Using bad language
- Inappropriate use of language (e.g. sexually explicit)
- Violence against other children – pushing, tripping, kicking, punching, spitting
- Rudeness to any adult
- Arrogance, lack of respect for any adult
- Failing to listen appropriately to an adult who is addressing a child, (dismissive body language e.g. hands in pockets, leaning against a wall when spoken to)
- Repeated calling out in class, noisy distractions, deliberate inattention, excessive attention seeking, silly answers to questions, 'playing to the gallery', failure to listen and do as instructed
- Lack of progress with negotiated behaviour targets
- Lack of respect for school values and priorities
- Deliberate damage to school property

## Behaviour Policy

## Appendix B



Milverton Community Primary School

These are the stages staff should use in managing unacceptable behaviour. All strategies and sanctions can be used in a flexible way to suit the needs of the children involved, and with a focus on minimising disruption and securing good behaviour.

### Level One

- i) **Praise** for children sitting nearby showing good behaviour
- ii) **Non-verbal** (e.g. a shake of the head and similar to show disapproval)
- iii) **Verbal** (e.g. A reminder of the class rules or school code either in a 1:1 situation without other children being distracted or in front of the class/group dependent upon the desired outcome)
- iv) **Verbal Warning.** A clear, concise message, i.e. if you continue with 'X' behaviour then 'Y' will happen.
- v) **Time Out.** A child is asked to move from their seat to another, to sit outside the class or move to another class.  
The child will be given a clear, concise explanation of the behaviour required for them to return to their original seat. The correct behaviour may be the completion of a task, following instructions successfully or a demonstration of behaviour which follows the school code/ class rules.

In all of these strategies once the child has successfully completed their sanction they should be thanked for making the correct choices.

The teacher may feel that the behaviour warrants the duty room sanction at this stage, under the "three strikes" rule i.e. the child has had time and opportunities to improve his/her behaviour but has not chosen to do so.

### Level Two

Persistent or severe misbehaviour may lead to a child being given a behaviour plan. This plan will be referred to when supporting the child. As part of a behaviour support plan it may be necessary for a child to work away from their class for a period of time. If this occurs it must be recorded in a behaviour log to enable staff to identify triggers or patterns in behaviour. This plan will be reviewed regularly by the classteacher/ TA and the Headteacher/SENCO. If changes are to be made then the child's parents will be consulted and informed.

Following an evaluation of the behaviour plan, it may be necessary for a child to go on report (see above). If the behavioural difficulties continue to substantially and regularly interfere with the child's own learning or that of the class group, despite the individualised behaviour management programme, advice will be sought from the Educational Psychology service.

## **Level Three**

### **a- Internal Exclusion**

If the behaviour is either so serious or persistent that it is interfering with the learning of the class, it may necessitate internal exclusion. This is where a child will be working away from the class for a period of time: commonly this might be in the Headteacher's Office. This may occur during a school day, or it may be decided by senior staff that behaviour has been so disruptive during a day, that this sanction may be used the following day. The child will be supervised by adults throughout the day and have no contact with their peers (i.e. separate, supervised meal times and break times). The Headteacher must put a note in the child's file and inform parents.

The Headteacher and teacher and/or SENCO can consider any of the aforementioned sanctions again, implement others (e.g. strict monitoring, making a specific contract, etc) and keep parents informed about the ongoing situation.

### **b-Temporary/ Fixed Term Exclusion**

If the behavioural difficulties still continue to substantially and regularly interfere with the child's own learning or that of the class group, despite intervention by the Behaviour Support Service, it may be agreed, in consultation with parents, that the child does not remain on site during the lunch period or attend after school clubs for a set length of time. It may also necessitate a fixed period of exclusion from school.

### **c - Permanent Exclusion**

This is an extreme measure and should be taken only in cases where:

- long term misbehaviour is not responding to the strategies outlined above and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred

In these situations the Somerset Education Committee's policy on exclusion, which is fully endorsed by the Governors of the School, should be followed.