

Stepney Greencoat Church of England Primary School



Behaviour Policy

Review Date: March 2017
Next Review Date: March 2020

Mission statement

At Stepney Greencoat School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability, religion and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Stepney Greencoat School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Behaviour Policy Aims

- To develop a whole school behaviour policy agreed and followed by the whole school community, parents, teachers, (including supply), children and governors, based on a sense of community and shared values
- By applying positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat incidents when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Pupils and Parent Expectations of the school

- A safe, well ordered, caring environment in which learning can take place
- The child valued as an individual with the opportunity to achieve through a planned programme of work and experiences
- Regular information about progress and achievement
- Early warning of issues connected with work and discipline.
- Fairness and consistency

School Expectations of Parents and Pupils

- Regular and punctual attendance
- Agreement and support for the Code of Conduct and discipline necessary to ensure smooth working of the school
- Helpful attitudes and a supportive home environment which will allow the child to benefit from their education
- Early contact with the school to discuss any matters which might have a bearing on the child's progress, happiness or behaviour.

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are expected to be well-behaved, well-mannered and attentive
- Children must walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will investigate the matter and help the children to resolve it
- Physical violence is not tolerable, neither is retaliation. Repeated or serious incidents will lead to exclusion. This applies to all members of the school community.
- Foul or abusive language by children or adults will not be tolerated on the school premises.
- Children are expected to be punctual
- Children must not bring dangerous instruments to school(e.g. sharp objects) or any item that might cause a problem
- Children must wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and preferably in school colours

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Particular School Rules

We keep the school rules to a minimum so that they are easy to keep. We expect the children to behave in a polite and responsible way at all times, to speak politely to all adults in the school and to each other and generally to show respect for all.

- Children should not leave the school premises unaccompanied during school hours, except in very special circumstances, following mutual agreement between the Headteacher and the parents of the pupil
- No jewellery is to be worn, except for studs which must be removed for P.E.
- No toys, sweets, chewing gum or drinks may be brought to school.
- Parents of any child whose behaviour is considered to be unacceptable will be contacted and asked to take their child off the school premises for a minimum of 24 hours.
- Shirts and blouses should be tucked into trousers and skirts respectively
- The staff will help to monitor the correct school uniforms around the school. Parents would be expected to comply with the school's agreed Uniform Policy

School Rules Compiled by the Children

- Listen and do as you are asked the first time.
- Treat others as you would like to be treated yourself.
- Always do your best.
- Behave sensibly in class and around the school.
- Sort out disagreements by talking.
- Report any incidents of bullying or harassment based on race, religion or gender.
- Look after the classroom, the school and all school property.

Incentive Scheme

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The Stepney Greencoat scheme is based on rewarding children for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Children are awarded stickers for thoughtfulness, being helpful, good achievement and progress. These incentive stickers are available for everyone. These will be given out in whole-school assemblies so that everyone can share in the achievement.

In addition, each class teacher could devise their own reward systems with the approval of the Headteacher.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour. The teachers use a wide range of rewards to reinforce positive behaviour in the classrooms.

These can include:

- verbal or written praise as often as possible
- Special Person of the Week – Star of the Week
- Stay on Green in KS1
- Rewards of stars/smiley faces on work, on charts
- Special incentive stickers will be given for such things as listening, being kind, helpful etc.
- Sharing good behaviour/work with other children/other classes

Some of the whole school strategies that we use to accentuate positive behaviour at Stepney Greencoat School are listed below.

- The children's excellence in class work, effort, attitude etc is acknowledged in The Golden Book. The Headteacher celebrates these successes during Friday's Celebration Assembly.
- Bookmarks will be awarded to children who become free readers and handwriting pens to children whose handwriting has reached a certain level in key stage two.
- Individual certificates celebrating achievements will be awarded throughout the year, for example, achievements in swimming, cycling proficiency and Bike It awards and prizes.
- The class with the best attendance get to sit on the benches during Friday Assembly.
- The Attendance Trophy will be awarded during Friday Celebration Assembly, to the class with the best attendance
- 100% Attendance Certificate will be awarded to those children with perfect attendance at the end of each half term
- Pupils with 100% attendance for the whole year will be rewarded with a special trip or prizes.
- Achievement Letters are sent home to the parents of those children who have been outstanding in their work or behaviour throughout the half term.
- The Prefect System recognises those children whose behaviour has been exemplary.
- End of Term Commendation for Music, Sportsmanship, Determination and Perseverance and for being The Most Improved Person in key stage one and Key Stage two

By using a positive system of rewards, and reinforcing good behaviour we hope to help children to feel good about themselves.

Sanctions

Sadly, there will be times when children have made choices which effect their and other's safety and / or learning. Children need to discover what is acceptable behaviour socially, as this is a part of growing up and helps them to feel safe in their environment.

Each class has an Incident Book in order to record unacceptable behaviour. It is the responsibility of the class team to look for any behaviour patterns and keep the book in accordance with the guidance. Date, time, lesson, child's name, a summary of the incident and appropriate action to be recorded each time. A playground Incident Book is also to be kept in this manner.

All incidents to be investigated by an adult in a respectful manner, not in front of the whole class so as not to disrupt learning as well as respect the individual's privacy, unless it is a class incident.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, known home circumstances, special needs etc. as far as sanctions are concerned.

Each case is treated individually. Generally children are encouraged to take responsibility for their own actions and to know that there are consequences for negative behaviour.

In order to have clarity, consistency and equity between all staff, and supply staff the following is a guide of sanctions for unacceptable behaviour.

In all cases of behaviour which interferes with the children's learning or that which poses a danger to others, the incident must be recorded in the class Incident Book. If a child is recorded in this way on 3 occasions, parents will be asked to meet with the class teacher. If there are a further 3 incidents within the same term, this will result in parents meeting with the Head or Deputy.

Persistent Calling Out

Action

- Remind the child 3 times
- Miss part of playtime
- Record in incident book

Refusal to work or participate in lessons

Action

- Complete work at playtime
- Record in Incident Book
- Persistent refusal to follow adult instruction may result in "time out" of the classroom

Serious or persistent disobedience

Action

- Inform Deputy or Head
- Inform parents
- Record in incident book
- Select course of action with parents and appropriate member of staff.

Swearing at an adult

Action

- Refer to Head or Deputy. Normally a fixed term internal exclusion
- Inform parents
- Record in Incident Book

Physical or threatening behaviour towards an adult

Action

- Refer to Head or Deputy, normally a fixed term internal exclusion will follow
- Inform parents
- Record in Incident Book

Swearing / abusive language to another child /name calling

Action

- Reminder that abusive language is unacceptable
- Reflection time and apology
- Record in Incident Book

Minor physical harm (pushing poking) towards another child

Action

- Reminder that this is unacceptable
- Resolve the issue with apologies
- Record in Incident Book

Serious physical harm or threatening behaviour

Action

- Refer to Head
- Child isolated
- Parents informed
- Internal exclusion

Inappropriate sanctions:

A ban on games

A child missing their whole playtime

Involvement of the Head or Deputy

The Head or Deputy should be involved in serious incidents and or when other strategies have been tried without success. In these cases action will be immediate.

The Incident Books are collected and monitored by the Deputy every term and reported to the school community.

All Racist Incidents are reported directly to the Head Teacher and recorded on the Tower Hamlets form with parents being informed of both the perpetrator and the victim.

All allegations of bullying are recorded on the school's bullying form and reported to the Head teacher in accordance with the Anti-Bullying policy.

The Headteacher reserves the right to decide if subsequent trips will take place for the children whose behaviour cause concern. This becomes important for the health and safety reasons.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- A letter to parents informing them of the concerns
- A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour
- A case conference involving parents and support agencies
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body and the LEA.
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude
- If a child is sent to another class, they must be sent with a Reflection Time to give them the opportunity to reflect and manage their behaviour.

NB A very serious problem may result in the normal procedure being abandoned and a child being sent home straight away. (fast track)

Lunchtime Supervision

At lunchtime supervision is carried out by the Senior Mid-day Supervisor and a team of Mid-day Supervisors. The Supervisors are expected to maintain order but the Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary. Usually this consists of reminding children of the standard of behaviour expected.

Repeated minor incidents may result in the child being asked to sit on the bench or leave the 'cage' for a limited period of time as a time for reflection and isolation from others. The Supervisors inform the class teachers and, if necessary the Headteacher, of children who continually misbehave.

The supervisors would adopt strategies they consider appropriate for managing the pupils' behaviour at lunch time. These are always done in consultation with the Headteacher.

The Supervisors must be treated with the respect due to all adults at Stepney Greencoat. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. Incidents are recorded in the Playtime Incident Book. See above unacceptable behaviour for clarity.

Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion at lunchtime.

Children who participate at lunchtime clubs would have to go for their lunch earlier than the rest of their key stage. Those pupils who do not wish to participate with the rest of the class would have to continue with the curriculum provisions in the classroom (supervised by the class teacher), and then go to lunch at the usual time.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively.

Incident forms

Any serious incidents which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc) should be recorded on an Incident form, recording all details and are available from the Headteacher for all staff. See Appendix A for example form.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Preventative Strategies

See sanctions above and discipline policy procedures.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to the Headteacher or Deputy Headteacher who will take immediate action to involve parents.

An incident form should be filled in as soon as possible and the situation discussed with the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service, Behaviour Support Team etc.

Behaviour Modification Policy

At Stepney Greencoat, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Involving the Inclusion team (SENCO, Learning Mentor, Headteacher and Deputy Headteacher). As far as possible the child will be involved in modifying their own behaviour or have input in the strategies and rewards.

We adopt some modification strategies that help to accentuate positive behaviour. Some of these are:

- Devising a programme that will involve 'tiny steps' for each child (e.g. sitting on chair for given length of time, putting hand up to answer questions)
- Change in classroom organisation
- Using different resources

By using a positive system of rewards, and reinforcing good behaviour we hope to help children to feel good about themselves.

This policy will be reviewed by all staff at the beginning of each school year and modified accordingly.

It will be brought to the attention of all new members of staff.

Stepney Greencoat Serious Incident Report Form

Date of incident: _____

Name of child/children involved:

Member/s of staff involved: _____

Details of the incident:

Steps taken as a result of the incident:

Signature of staff member/s involved:

Signature of Headteacher/Deputy Headteacher:



Reflection Time

Date: _____

Name: _____

Class: _____

What happened? _____

What did you do? _____

What effect did it have on other people and on your learning? _____

What do you need to do to make it better? _____

What could you do next time? _____

Signed pupil _____

Signed adult _____