



BEHAVIOUR POLICY

September 2011

'In these stone horizons sing'
(Gwyneth Lewis, Welsh poet)

Introduction

The majority of pupils at Maybury Primary School behave well and conform to the expectations of the community. Maybury Primary School values good behaviour and aims to ensure that individuals have a sense of value and worth.

Aims

- To create a perception among staff, pupils and their families that they belong to a caring community
- To provide a community of mutual respect between staff and pupils
- To achieve a positive, calm, safe environment in which children and young people can develop and learn
- To provide a school code so that the whole school community know what behaviour is acceptable and what is unacceptable

Rights: All children have the right to develop their potential and be safe and happy.

Rules: Rules or codes of behaviour are essential for maintaining the rights.

Responsibility: For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

Practice:

Good behaviour is rewarded as is good work (see individual Curriculum Policies).

Consistent and positive discipline helps children to stay within reasonable behavioural limitations. It enhances self-esteem by helping the child to meet the expectations of the community. Every child needs security, stable and caring relationships and a dependable and predictable environment in order to develop self-discipline and control.

Staff at Maybury Primary School will ensure that all children are engaged in learning, they will endeavour to guide children through a process of behaviour management towards socially acceptable, self controlled and responsible behaviour.

Each incident of poor behaviour needs to be considered and understood in context i.e. the total picture of the young person including their life experiences to date. Any interventions or responses to behaviour should involve the young person in the behaviour management process to allow them to recognise their responsibility in their own development.

Assertive Discipline

Maybury Primary School operates an Assertive Discipline Policy. **All staff** have responsibility to ensure that children move calmly about the school and behave well at lunchtime and playtime.

Rewards

Golden tickets are given out by staff and are awarded for:

- Movement around the school
- Good behaviour at playtime and lunchtime
- Wearing correct uniform
- Good behaviour in Assembly
- Good manners

The Behaviour Programme

This is based on the Traffic Light system on display in every classroom.

1) Verbal Warning given

2) 1st Warning: Child's name moved into the AMBER traffic light

Children will be encouraged to turn around their behaviour and move back into Green as soon as possible. However, if behaviour persists:

3) 2nd Warning: Child's name moved into the RED traffic light Name and action recorded in Red Behaviour Folder

Again, children will be encouraged to turn around their behaviour and move back into Amber and then Green as soon as possible. However, if behaviour persists:

4) 3rd Warning: Child's name moved into RED for the 2nd time in a day Name recorded in Red Behaviour Folder Child sent to Headteacher (Deputy Headteacher in Head's absence) Behavioural Action Plan completed and filed Report card issued and parents informed by letter

The Child Welfare Team along with the Headteacher and Deputy Headteacher will monitor the Red Behaviour Files regularly (at least once each half term). If a child's name appears in Red more than 3 times in a half term then parents/ carers will be contacted. The child may appear before the:

Behaviour Improvement Panel

This will consist of: **the Chair of Governors, the school's PCSO, the Headteacher or Assistant Headteacher, Child Welfare Coordinator and 2 members of the school council.**

Staff should:

- reward good behaviour, praise more often than criticise
- strive to achieve co-operation rather than confrontation
- be critical of poor behaviour, not the person
- give pupils a way out so they don't feel trapped
- remain calm and refrain from aggression
- not hold grudges – begin again positively when a situation has been dealt with
- follow the Assertive Discipline Policy fairly
- never use physical force aggressively (see below – risk assessment)

Risk assessment at time of incident

Physical intervention is discouraged and should not be undertaken unless the member of staff feels confident in the intervention and has assessed the risk. The initial response should be to identify potential harm to persons and to consider control measures to deal with the danger. This includes danger to:

- the individual presenting the challenging behaviour
- other pupils
- any staff involved/other staff
- self

Recording, reporting and repair

It is vital that a written record is kept of any incident of bullying or behaviour incident. This is recorded on a School Pupil Incident Report Form (OHS (F): 2.2). The record should include:

- the name(s) of the pupils involved
- the name(s) of all staff involved including witnesses
- when and where the incident occurred
- details of the incident including what was said, duration
- pupils response and outcome of incident
- details of any injuries including marks to the skin
- details of damage to property

All incidents involving a separate serious behaviour incident or control and restraint must be recorded using the Witness Statement Form (OHS (F): 2.1) alongside the School Pupil Incident Report Form.

Staff strategies for dealing with difficult behaviour

- appropriate use of voice in terms of pace, volume and tone
- adjustment of body position to ensure minimum threat to the young person and maximum safety for staff (generally a sideways stance)
- facial expression eye contact is positive and calming
- appropriate use of humour
- making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further
- seeking help from other staff to diffuse the situation – time out to cool down
- seeking other staff to witness and assist in the recording of the incident wherever possible

Rewards

- Use of praise
- Stickers, certificates, behaviour credit cards
- Golden tickets and Golden Ticket Trophy
- Letters home
- Positive confirmation to parents
- Class bonus chart
- Specific reward programmes for individual children

Sanctions

- Having to discuss their behaviour
- Withdrawal of privileges
- Reporting to the Head Teacher
- A phone call or letter home
- Report card
- Behaviour panel
- School PSP with Parents

Help from outside agencies will be sought where appropriate such as: The Whitehouse Pupil Referral Unit – this may involve outreach support or children attending the unit for a fixed period of time – and the Educational Psychologist.

Exclusion – fixed term or permanent will be considered in extreme circumstances.

Policy reviewed and revised September 2011

Adopted by Governors: January 2012

Review Date: September 2012

Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.