

Bullion Lane Primary School

Behaviour Policy

The main aim of this school policy in compliance with Section 89 of the Education and Inspectors Act 2006 is:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra curricular activities and are stimulated to fulfil their potential.

Bullion Lane Primary School

Code of Conduct

- It is expected that everyone in the school community will follow and adhere to the school behaviour policy
- All adults are expected to model the behaviour we expect from children.

The Golden Rules

Do be gentle

Do not hurt anyone

Do be kind and helpful

Do not hurt people's feelings

Do work hard

Do not waste your or other people's time

Do look after property

Do not waste or damage things

Do listen to people

Do not interrupt

Do be honest

Do not cover up the truth

Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitude should be discussed in P.S.H.C.E lessons and in school assemblies. Staff use Golden Time, stickers, certificates, letters, a word with parents in the school yard or a phone call home to acknowledge and re-enforce positive behaviour as well as academic achievement. Three housepoints are given for outstanding contributions. Letters home are also sent from the Head Teacher. Praise should outweigh censure by 3:1 but should be handled in a way that the child feels comfortable.
3. A well managed, well planned environment decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem – censure should focus on the behaviour of the child.
5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.
6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
7. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.
8. It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances.
9. The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head Teacher or Deputy Head Teacher when behaviour causes concern.
10. If a child persistently breaks the school rules or is verbally/physically aggressive to other pupils/staff then this may lead to permanent exclusion

Guidance for the Playground:

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise after disputes. Children need to be encouraged to repair and rebuild, offering them a way back.
3. School rules should be applied consistently and children reminded of them regularly.
4. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will remove up to 5 minutes Golden Time. If behaviour persists they will follow the Behaviour Management Step by Step Program.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Rewarding Good Behaviour

- ☺ Quiet word, smile, acknowledgement
- ☺ Written comment on pupil's work
- ☺ Stickers
- ☺ Praise in front of class / group
- ☺ Visit to another member of staff
- ☺ Written comment, card, letter from teacher to parent informing them of good work, positive attitudes or behaviour
- ☺ Certificates
- ☺ Acknowledgement in School Newsletter
- ☺ 3 Housepoints
- ☺ Parents informed verbally/by a Good News letter home

What to do when Behaviour is Unacceptable

Present Behaviour Management – Step by Step

1. Child asked to stop whatever it is they are doing
2. A 'look' and or a verbal warning.
3. Loss of Golden Time (1 or 2 mins)
4. Second loss of Golden Time (1 or 2 mins).
5. Blank growly placed in front of child. (Y1 time out that day in/outside classroom)
6. Use of Response Partners
7. Growly is filled in and child misses break & lunchtime play outside DHT/HT's Office -parents notified of growly by class teacher (Y1 time outside HT/DHT'S office at play/lunchtime for limited time. Summer term as Y2) 2 growlies means 2 break/lunchtimes are missed etc, this continues up to 5.
8. HT/DHT informs parents when child has had 5 growlies
9. Parents asked to come into school to meet with HT/DHT to discuss child's Behaviour- risk assessment/pastoral care programme may be required
10. Temporary exclusions
11. Permanent exclusion

Response partners

Waldridge & Lumley

Pelton to Lumley

Cuthbert & Lambton/Wear

Bede & Riverside

Penshaw to Pelton

Individual Support Plans and Positive Handling Plans

There are some children who will require a personalised programme to encourage good behaviour to prevent exclusion or further exclusions. These Support plans may involve sticker charts or cards and agreed daily or weekly targets which have to be met e.g.: The Dragon Strip. They are usually shared with parents/carers so that they can also be involved in celebrating the required behaviour.

In extreme cases, Positive Handling plans are completed in discussion with the child to identify ways in which are helpful and supportive to both the pupil and staff.

Risk Assessments and Physical Restraint

When children prove to be a risk to themselves as well as others then a risk assessment is put in place in discussion with the parent who upon agreement signs it.

Members of staff have been trained in 'Team Teach' so that if children are a danger to themselves or others, de-escalation techniques, and as a last resort, appropriate physical restraint can be used.

Instant Growlies (during class time)

An instant growly can be given for instances where a child has lost control including:

- Fighting
- Using inappropriate (foul) language at inappropriate times
- Demonstrating an aggressive/inappropriate attitude to an adult

Behaviour Policy

- Deliberate vandalism

Unacceptable behaviour at lunchtime

1. A verbal warning
2. Loss of Golden time (usually one or two minutes but a maximum of 5-to be written at the back of the book outside teacher's classroom)
3. Time out (written in book)
4. Sent to HT/DHT-discussion with lunchtime staff as to whether a growly is needed

It is essential that children are approached justly and fairly.

Pastoral Care

This is the responsibility of all staff, especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher, Senior Management Team, Educational Welfare Officer and other Local Health Authority professional support services where needed, e.g. CAMHS.

Damage to Property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying – Guidance to Staff

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Being a bystander can be seen to condone the actions of the bully and children should be encouraged to speak out against this. Silence and secrecy nurture bullying.

If you come across bullying what can you do?

- Remain calm. You are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Ensure victims are safe
- Take the incident seriously
- Take action as quickly as possible

Behaviour Policy

- Think hard about whether your action needs to be private or public, who are the pupils involved?
- Reassure the victim, don't make them feel inadequate or foolish
- Offer concrete help, advice and support the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victims point of view
- Punish the bully if you have to, but be careful HOW you do this. Reacting aggressively or punitively gives the message that is right to bully, if you have the power
- Explain clearly the punishment and why it is being given.

Involving Others:

- Inform senior staff
- Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant
- Refer to the Head or Deputy Head, who will, if necessary, inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.

Be aware that certain incidents of bullying can live on through reminders from you – try to avoid this.

For further information please refer to the school Anti-Bullying Statement.

Circle time

The PSHE curriculum addresses Behaviour Management in school through weekly assemblies and is followed up in all classes, with on-going displays and whole school activities.

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning.

With its co-operative activities and discussion, circle time ensures that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teacher, children and staff to 'walk the talk'.

The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is created in which no participants feel threatened. There should be no 'put-downs' allowed.

Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together.

Golden Time

Golden Time is used to reinforce and reward positive attitudes and behaviour. Staff need to ensure that Golden Time is kept fresh and innovative and that this

Behaviour Policy

time is valued by ensuring a range of changing activities from which children can select.

Children begin the week with an entitlement of 30 minutes Golden Time. At the beginning of the week, the children plan and select a range of activities they would like to participate in during Golden Time (this is usually planned for a Friday afternoon).

During Golden Time children who have behaved consistently well are rewarded by having the full 30 minutes. However, those who have lost time are expected to sit and complete work until the time they lost has passed.

Exclusion Statement

As an inclusive school the philosophy of the school is to support children and parents in overcoming difficult and challenging behaviour. However the school reserves the right to exclude as an ultimate sanction.

Procedures following a Fixed Term Exclusion

Possible reasons:

- Breach of the school's rules or policies
 - Risk of harm to the education or welfare of the pupil or others in the school
- i. Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
 - ii. Exclusions for 6 or more consecutive days or longer – the pupil will attend another School and be supported by a Curriculum Support Assistant until the exclusion term is completed.

Procedures following a Permanent Exclusion

Possible reasons:

- Persistently disrupting the education of others in the school
- Being verbally/physically aggressive to pupils/adults in school
- Serious risk to the safety and welfare of other pupils or staff in the school

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases

Behaviour Policy

where the pupil lives in a different LA from the school, this will be the pupil's home LA.

Behaviour Outside School

We hope that our School Code of Conduct will extend to life outside school.

In the event of unacceptable and/or bullying behaviour being reported either on the way to or from school, we reserve the right to investigate and act upon the findings in line with the usual warnings and sanctions.

The Power to Search Pupils for Weapons

The Violent Crime Reduction Act 2006 also gave the legal power to head teachers to carry out a search without consent for weapons on pupils. The governors and staff at Bullion Lane agreed that in the unlikely event of a pupil being suspected of carrying a weapon, the matter would be immediately placed in the hands of the police and 'without consent' searches would not take place.