



## New Close Community Primary School

### Behaviour Policy

At New Close, we aim to:

- Provide a warm, caring, calm and safe environment where all children and staff are equally valued and happy.
- Create a climate which actively encourages children to develop social awareness, emotional intelligence, a clear sense of right and wrong along with a sense of personal responsibility.
- Develop the **whole** child so that they leave our school as confident and independent learners and creative, critical thinkers.
- Encourage high quality work by having high expectations and try to instil a positive work ethic and respect for truth, which will prepare our children for adult life.

We want our children to:

- Value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- Develop self-discipline, the ability to learn independently and work co-operatively.
- To listen with respect to one another and to try not to damage another's self-esteem.
- To foster a caring attitude for the school environment and its wider surroundings.
- Take personal responsibility for their own actions.

We value:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Helping those less fortunate and needier than ourselves
- Taking personal responsibility for one's actions
- Self-discipline
- Respect for the environment
- Behaving consistently towards children to encourage security and stability.

We reject:

- Bullying in any form
- Verbal abuse and rudeness
- Defiance and disobedience
- Cruelty
- Cheating
- Irresponsibility
- Deceit
- Dishonesty, including stealing
- Fighting
- Vandalism
- Racism.

## **Classroom Rules**

At the beginning of each academic year, every class will decide upon their classroom rules; these may mirror the School Rules and should not be excessive in number. Once agreed, every member of that class including staff will sign the typed up rules which will then be displayed prominently and referred to and re-visited throughout the year. New pupils who arrive at New Close throughout the year will be shown the classroom rules and expected to follow them.

## **School Rules**

At the start of each academic year all of the children and staff, during an assembly, will re-visit the previous year's school rules and decide if any need changing. Once the rules have been agreed, they will be displayed prominently around the school and re-visited during assemblies throughout the year. It is expected that the number of rules should be limited to make sure that they can be remembered easily, and that they should cover the Playground and Lunchtimes as well.

## **Values System**

At New Close we believe that our 'Values System' supports and promotes good behaviour, fitting well with our behaviour expectations. A range of 'Values' are addressed throughout the year via whole school and class assemblies. The focus of the week is introduced in a whole school assembly and children are invited to think of a target that we could all aspire to achieve; this is voted for by the whole school and the 'winning' target is displayed in every class.

## **Encouraging The Behaviour We Want**

We emphasise the positive approach of encouragement and praise, trying to ignore the poor behaviour and recognise the expected behaviour. This is done in many ways such as:

- A quiet word or encouraging smile
- A positive and encouraging written or oral comment on their work
- A visit to another member of staff for commendation or a sticker
- A certificate of merit – Bronze, Silver, Gold or Top Student, formally presented
- A range of certificates for effort and achievement which are presented formally
- Star Learner stickers that are presented daily by the class teacher
- House Point stickers
- Deputy Head and Head Teacher stickers which earn House Points for the child
- Behaviour stickers (for specifically identified pupils who are trying to address behaviour issues)
- The earning of 'Golden Time' for classes or individual pupils
- Favourable comments on school reports
- Key Stage celebration assemblies
- Display of work
- Thoughtfulness Cup (presented in memory of Zoe Readdie to the child who has been very thoughtful, kind or helpful) and Star of the Week
- Encouraging pupils to take more personal responsibility by doing duties and holding class responsibility positions
- Getting to know each child well and showing an interest in their hobbies, home life, etc

## Staff Responsibilities

It is the responsibility and expectation that **all** members of staff deal with inappropriate behaviour wherever and whenever it arises, and to also recognise and praise good behaviour. Immediate checking by all staff of minor offences, often only requiring a look or a quiet word, often prevents more major problems from developing.

It is paramount and expected that all staff maintain professional concern and attitudes towards the children – staff must remember that they are the ‘teacher’ who is helping the child to learn acceptable social behaviour skills and must not ignore unacceptable behaviour.

## Troublesome Behaviour

We understand that poor behaviour often stems from personal problems or difficulties, including poor parenting and also pupil medical conditions. At New Close, we pride ourselves in really ‘getting to know’ our pupils and in having good communication links with our families. This has helped us to understand why a pupil may suddenly change their behaviour, for example, when deployment is taking place or a parent is suffering from illness. Whilst we understand the reasons behind poor behaviour, it is important that the behaviour is addressed to help the ‘perpetrator’ and also to help the classmates who are witnessing and may be affected by the negative behaviour.

Meetings take place between staff and parents and where appropriate other agencies will be invited to become involved in supporting the pupil and family.

## Sanctions

A range of sanctions are followed across the school to provide continuity for the children. These take the form of:

- A verbal warning
- Time out for 10 minutes – the child will be asked to go to a specific area to allow them to calm down and think about their behaviour. At the end of this time the child returns to the class without any comment or conversation on their behaviour taking place.
- White card – for continuing with the poor behaviour a white card will be filled out **by the class teacher**, stating the child’s name, the date, a brief summary of the ‘offence’ and the time. The child will take this card to their ‘buddy class’ where they will spend no longer than 15 minutes. No conversation or interrogation is expected to take place when they arrive at their buddy class. At the end of this time, the ‘buddy class’ teacher will note the time that they are leaving to return to their own class.
- Blue card – given to a child who is continuing with the same poor behaviour that earned them the white card. In this instance a blue card is completed **by the class teacher** and the pupil is then sent to the Deputy Head to spend a period of time in their presence. The Deputy Head will then note the time on the blue card when the child is sent back to their own class. The child’s parents will be informed that the child received a blue card at the end of the day.
- Red card – this operates as the blue and white cards but in this instance the child is sent to the Head. The child’s parents will be informed that the child received a red card, this may warrant the Head phoning the parents at the time of the incident or speaking to the parents at the end of the day.

**The used white, blue and red cards must be kept in the class card box so that they can provide a picture of the child’s behaviour over a period of time.**

- Good Day Calendar – sometimes a child may be put on a Good Day Calendar where the day is broken into sessions and the child’s behaviour noted for each session. This can often reveal patterns of poor

behaviour, for example during a particular lesson or at a certain time of the day. Parents are informed that their child is on one of these calendars and the findings are shared and discussed with them.

- Parent Meetings – a child's behaviour may warrant regular meetings or phone calls with parents to keep them informed of the pattern of behaviour. This also has the advantage of showing the child that both the school and their parents are working to the same end goal.
- Withdrawal of playtimes – this sanction may be given if the poor behaviour has been demonstrated during playtimes (including lunchtime).
- 'Detention' – this sanction is applied if the child has been silly during lesson time and therefore needs to make up his/her work time. It should not be applied if the child has been unable to do the work because of difficulties in accessing it. During the 'detention', the child will be working on the task that they failed to achieve during the lesson – it is unrealistic to expect the child to complete all of the work during the shorter playtime detention.
- Once all of these sanctions have been applied and all 'avenues' explored, it may be deemed necessary to impose either an internal exclusion or a formal Fixed Term or even Permanent exclusion.

**Naturally, very extreme behaviours would not necessarily follow the progressive path of sanctions shown above.**

### **Safeguarding Children and Staff**

We take this very seriously and staff are directed to never put themselves at risk of injury from a violent or aggressive pupil. They are asked to try to de-escalate the situation by talking calmly to the child but should never use physical methods to address the matter unless the risks involved in doing so are outweighed by the risks involved in not using force. Staff must always err on the side of caution and consider personal safety.

If a pupil is being physically aggressive within a classroom setting, then the staff are directed to evacuate the children from the room to a place of safety and to send an 'SOS' to the Head / Office.

At New Close we always follow the LA guidelines in this matter.

### **Playground Behaviour**

The good behaviour expectations of children at playtime, including lunchtime, begins when they are dismissed from class. In KS1, staff must not release children en masse to go to the toilet or cloakroom; it is important that teachers look carefully at which children are going out of the room to avoid unacceptable behaviour. If individuals or groups of children demonstrate an inability to go quietly and sensibly to the toilet or cloakroom, then that child/children should practice this skill. In KS2, staff must again not release children en masse if it is evident that the children behave in a noisy or silly way when leaving the room. In some instances it may be necessary for staff to lead their class to the playground or lunch hall to ensure that a quiet and calm start to playtime is taking place.

It is expected that the children show the same quality of behaviour in the playground as they do in the school. If children demonstrate aggression during play, they will be sent for a time out period inside the building and in extreme cases the Head or Deputy Head will be summoned. If they move noisily around the school building then this shows them that such disrespect is acceptable – it is the role of ALL staff to ensure that children move sensibly and safely around the school.

Following any incidents of poor behaviour, the staff on the playground must inform **the child's class teacher** who is expected to address the matter at an appropriate time. He/She may **then** decide to inform the Head/Deputy Head and the child's parents.

Adults on duty on the playground are expected to position themselves at strategic points around the edge of the playground (with the exception of the First Aider) which afford them a good view of all of the area. They are not expected to be standing in pairs chattering and not paying close attention to the children. Adults are asked to **frequently** blow their whistle and address minor behaviour infringements to prevent them becoming more major and to also remind the children of their presence.

Ongoing situations by the same child may result in the child missing playtimes or even having their playtime at a different time to their classmates. Situations relating to a particular sport or game may result in that game being banned for a period of time.

From time to time, certain children demonstrate aggressive traits when they play together; if this is apparent then the children will be confined to play zones on the playground for a period of time or may even need to take part in social skills group activities to address the underlying causes of their animosity.

To prevent poor behaviour developing whilst the children are lining up to return to class, staff are expected to be on the playground promptly to collect their class. Returning to class sets the scene for the children's learning experience for the next session and therefore children are expected to enter the building in a calm and quiet state; teachers are urged to practice this from time to time if it is required. It is often a good idea to have a calming activity prepared for the start of the next session, such as Handwriting or Guided Reading / Comprehension, etc.

This policy is linked to other New Close policies including:

Anti-Bullying Policy

Safeguarding Policy

SEN Policy

Equality Information

Home-School Agreement

Exclusion Policy

Code of Conduct

Keeping Children Safe in Education

This Behaviour Policy will be reviewed every two years or earlier if guidance or legislation changes.

Reviewed and Ratified by Head Teacher: May, 2017

Signed: \_\_\_\_\_ Head Teacher

Date: \_\_\_\_\_

Review due in November 2018