



Clinton Primary School

Policy for Behaviour

Reviewed April 08

Clinton Primary School

Behaviour Policy

Philosophy

At Clinton Primary school, a consistent policy for acceptable behaviour is important, so that children have a framework within which they can develop and learn, in a secure environment. The policy is designed to be clear to children, staff, parents and governors, and to encourage a collective commitment to establishing and maintaining good behaviour in the school.

The best way to encourage good standards of behaviour in school is to have a clear code of conduct backed by a balance of rewards and sanctions within a positive atmosphere.

Aims

- To encourage children to understand that in our school community, there has to be a behaviour code, which all members must respect; a code that ensures their right to be respected and which enables learning to take place.
- To improve standards by encouraging staff to recognise and praise good behaviour, thus creating a positive atmosphere in the school, and complying with the school's ethos.
- To help children understand that they have a choice- to keep to the agreed code of behaviour or to ignore it. If they choose the latter, clearly defined sanctions will come into operation.
- To encourage team work- to show that behaviour needs to be managed at a personal, classroom and school level. The responsibility for good behaviour in the school is not of a minority but belongs to every member.
- To have an expectancy of high standards of good behaviour and discipline which will permeate into every aspect of the children's lives.

Objectives

- To establish a clear discipline in the school, through a behaviour code, which is known by children, staff, parents and governors.
- To promote appropriate behaviour by the constant use of positive discipline.
- To encourage all staff to respond, promptly and firmly to children who test the code.
- To ensure that all children know they can expect fair and consistently applied punishments for bad behaviour, which make the distinction between serious and minor offences.
- To make the playground a safe and attractive environment for all children in the school.
- To eliminate low level, persistent disruption in the classroom, which interrupts teaching and learning.

Equal Opportunities

All children's needs must be addressed as far as behaviour is concerned, irrespective of their gender, social or cultural background. Everyone is expected to conform to the school rules for the good of all. However, flexibility should exist to take account of individual or exceptional circumstances.

Management

- Create a set of rules for the school, classrooms and playground that are simple, clear and concise. These will reflect discussions with children in PSHE lessons.
- The rules must be well- known to all the children and parents. This may necessitate sending periodic reminders home.
- The rules should be displayed around the school in different forms as a reminder to children.
- Encourage, by positive comments, a climate where good behaviour is considered the norm, but where it is noticed, appreciated and rewarded by all the adults in the school.
- Have clear and consistent sanctions for failure to keep to the rules, known by children, staff, parents and governors.

Organisation and strategies

- Within the classroom, teachers should clearly tell pupils the standards of behaviour they expect. These should be reflected in the class rules (negotiated by staff/ children at the beginning of the year) displayed in a prominent place.
- Teachers should feel secure in their right to teach without being interrupted by pupils. However, their teaching should be well prepared and stimulating, delivered positively and appropriate to the needs of the children.
- Through display, teachers should create a stimulating environment for learning, in which children feel secure and where good behaviour is celebrated.
- Good behaviour will be recognised in line with Recognition of Achievement outlined in the appendix.
- When unacceptable behaviour occurs, the teacher should respond appropriately and in accordance with the agreed sanctions.
- The school environment, and classrooms in particular, must reflect an ethos where there is mutual respect for each other and where each individual is valued.
- Where there are incidents of unacceptable behaviour, parents will be informed (informally/ formally) when appropriate.

Special Needs

Although it is our expectation that every child follows the school's code of behaviour, inevitably some children find it very difficult to conform to a code of behaviour for a variety of reasons. Their period of bad behaviour may be short or prolonged. In either case, it should be carefully monitored and dealt with in accordance with arrangements under the Special Needs Code of Practice.

Recording and Assessment

Consistently good behaviour will be reflected in both verbal and written comments and will be rewarded in accordance with the school's system of rewards. Poor behaviour will be recorded in discussions with parents, written reports and in systems in place to support the SEN Code of Practice. Termly meetings with the governor with responsibility for Safeguarding of Children will discuss issues relating to behaviour. The Head will report on an annual basis to the full governing body on exclusion and other matters relating to pupils' code of behaviour.

Review

The school's Behaviour Policy should be reviewed annually and modified regularly according to the needs of the school community. It will be reviewed in conjunction with the Anti-bullying policy.

Appendix 1

Clinton Primary School Behaviour Programme

Recognition of Achievement

Introduction

The school recognises that in order to achieve our vision and aims, it is vital that everyone encourages, recognises and rewards good behaviour, work and attitudes.

General Strategies

- positive/ appreciative verbal comments
- constructive comments- written/ verbal (Marking Policy)
- feedback to parents
- celebration through sharing of achievement- assemblies, newsletters, press releases, inter-class, inter- school

School

- recognition of good behaviour, effort and attitude through regular celebration assemblies
- children are encouraged to share good work with the Head/ Staff
- half termly individual record of achievement certificates
- special certificates/ trophies may be awarded
- Golden Time
- Merit awards
- Golden tickets leading to a class prize.

Classroom

Within the classroom staff develop their own incentives and reward systems to support the class rules. From years 2- 6 these are through merit awards. Children in these years have to gain 50 points to earn a certificate.

Other achievements may be recognised through stickers, smiley faces, well done boards, booster posters, table/ team points, marbles in a jar, etc

Clinton Primary School Behaviour Programme

Classroom

Initial Stage

Challenge poor behaviour by normal strategies used in class.

Step 1

Verbal warning, reminding child of rules (published).

Step 2

Name on board

Step 3

If poor behaviour persists, spot by name. Sanction applied resulting in loss of playtime/ part of lunchtime. Any work not completed because of poor behaviour needs to be done.

Step 4

If poor behaviour continues, child will be sent to Head or senior member of staff with a time- out form
Parents informed. SENCO informed.

Step 5

Persistent poor behaviour will involve a range of strategies being used through the SENCO

- A child who loses their playtime must be supervised.
- Where there may be low level poor behaviour which results in a child regularly losing a playtime, it is the responsibility of the class teacher to inform the SENCO of this so that support can be put in place to help the child.
- A name on the board will be deleted at least at the end of a half day.
- Every day should provide a fresh start.

Clinton Primary School Behaviour programme

Sanctions

Introduction

Our school ethos and behaviour policy reflect the recognition and rewarding of good behaviour, However, it is important that children realise that unacceptable behaviour will not be tolerated and sanctions will be enforced. The sanctions are to ensure children, staff and parents have a common understanding, and ownership, of the process.

General Strategies

- informal discussions with parents
- a reminder of the Home- School Agreement
- adapt seating arrangements
- removal of privileges
- loss of play/ lunchtime
- not being allowed to represent the school
- limited playground activities
- behaviour monitored through a conduct card

There may be other strategies which will vary according to the age, need and IEP of a child

More Serious Behaviour

In instances of more serious behaviour, children would normally have an IEP where specific targets relating to their behaviour would be addressed and monitored.

- deliberate, continued defiance
- verbal abuse to other children, including racist, sexist abuse and repetitive name calling
- deliberate physical abuse/ injury
- continuing to fight when told to stop
- deliberate damage to school or other peoples' property
- leaving the site without permission
- answering a member of staff back
- mis- use of equipment, causing danger to others
- continual flouting of the school rules
- Misuse of the internet

Sanctions

Step 1

- Parents are informed
- Child put on a report card which targets behaviour
- SENCO/ Head monitors card weekly

Step 2

- Child placed on School Action Plus
- SENCO to discuss behaviour with outside agencies and monitor, as appropriate.
- School liaises regularly with parents
- Class teacher/ other staff record incidents

Step 3

- The child and his/ her parent is seen by Head/ Deputy Head and is excluded from school at lunchtime (if appropriate) for an agreed time. A re-integration programme is agreed between the school and parents

- The child is seen with his/ her parent by the Head/ Deputy Head and is formally excluded (in accordance with the Warwickshire Education Authority Guidelines)
- Exclusion is noted on the child's records.
- Child allowed to return to school escorted by parent. Child is readmitted following a meeting with parent, child, Head and governor. Formal behaviour contract is drawn up.
- School works with intervention team to support child/ family.

Step 4

- As above, but with a longer exclusion period

Step 5

- Arrangements made to permanently exclude the child from school.

Lunchtime supervision

The lunchtime supervisors at Clinton Primary School make a valuable contribution to standards of behaviour expected in our school. They play a key role in working with children to maintain a caring and safe environment.

Management of the behaviour of a small minority of children at lunchtime can be challenging and unrewarding for the lunchtime supervisors. It is vital, therefore, that they are valued by the whole school community.

Rewards

Lunchtime supervisors are good at recognising children's good behaviour and can reward individuals by giving them a golden card that can count towards a class prize. Each LTS will be able to issue up to 6 golden cards a day for good behaviour.

In addition, LTSs are invited to recommend children for a termly Good Neighbour award.

Sanctions

Children should expect to be challenged by a lunchtime supervisor if their behaviour/ language/ attitude is unacceptable

Step 1

Child is behaving inappropriately. Warning given.

Step 2

Inappropriate behaviour continues, given 'time out' and told to sit on the seat for 5 minutes, or to walk around with the LTS.

Step 3

Reoffends. Name in lunchtime book, resulting in loss of 5 minutes Golden time.

If children are involved in a fight, both children will be sent in or a member of staff called for.

If a child refuses to do as they are told, they must be sent in to the office.

If a child's name is in the lunchtime book twice in one week, they will lose all their Golden time for that week.

Persistent unacceptable behaviour may result in lunchtime exclusion for at least a week.