

Dounby Community School

Orkney KW17 2JA

☎ 01856 771234 ☎ 01856 771701 ✉ admin.dounby@glow.orkneyschools.org.uk

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Behaviour policy

Introduction and philosophy

Everyone in school should show respect to every other person who is part of the school community. All pupils have an equal right of access to the curriculum and a right to be happy in school. All staff have a right to a safe, fair and respectful workplace environment. The learning and practice of the agreed codes of behaviour allow groups of people to work together within the community of school and enable it to function effectively. The teaching and learning of these agreed codes of behaviour begin in reception year and continue through the school. The teaching of appropriate behaviour is intended to involve pupils in developing the effective functioning of the school and to prepare them for the wider world. It follows that if individuals have a right to fair and equitable treatment and a safe environment in which to work they must have responsibilities to actively work to maintain and enhance the school ethos and environment.

The key elements of our behaviour policy are to ensure justice to all and to provide children and adults with positive role models and positive images of good behaviour.

Our vision is of a school that is a:

Thinking Learning Community

We value happiness, health, justice, effort, questioning, creativity, equality and respect.

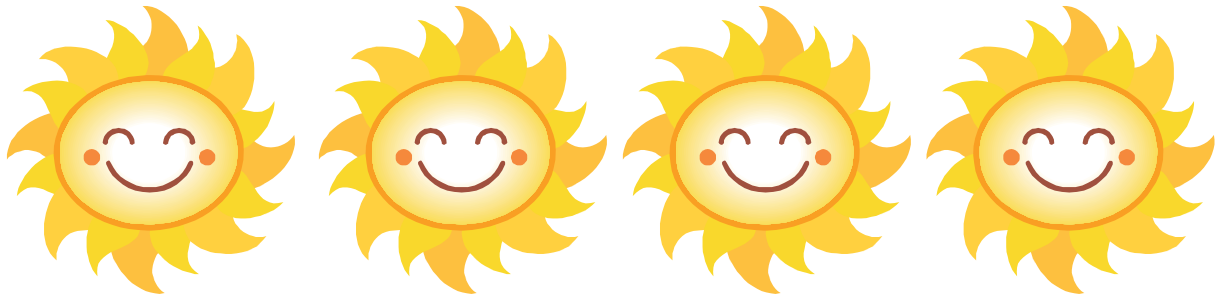
These values will be attained through our aims:

1. We aim to do the very best for our pupils and strive to understand how they learn and how we can challenge and support their thinking and learning.
2. We aspire to help our pupils to become:-
 - Successful learners
 - Confident individuals
 - Responsible citizens
 - Effective contributors
3. We aim to improve the achievement and attainment and the health and wellbeing for all pupils, staff and for the wider school community.

Staff should try to:

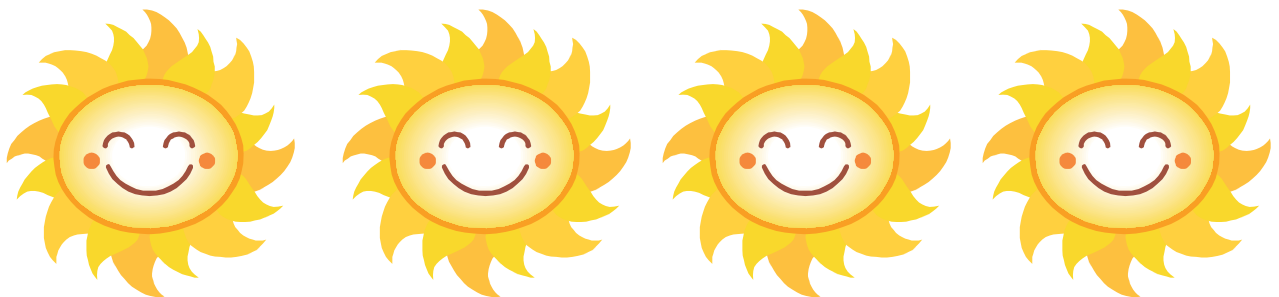
- be excellent role models
- make justice a priority
- always leave children with a strong image of what is required (as opposed to what is not)
- teach children the information they need to learn so that they may understand and comply with the accepted behaviour and moral codes and be able to undertake their responsibilities to the school community
- support pupils to develop their personal moral code
- guide children to happiness, self-confidence and having a positive sense of self
- allow children time to talk
- listen to children
- explain issues and incidents to children
- do our best to eliminate bullying
- use a raised voice rarely
- use praise and reward as the primary means of promoting good behaviour
- follow the agreed school behaviour management strategies

Version to be posted around school for the children is below:



The grown-ups in school will try to:

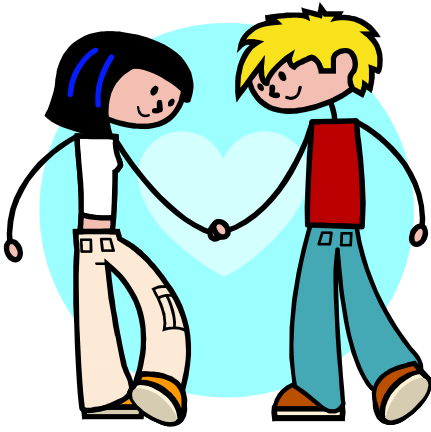
- have respect for you
- listen to you
- talk to you and explain what will or will not happen
- do their best to help you learn
- do their best to make learning interesting and exciting
- take time to explain to you the things you do not understand
- keep their promises and do what they tell you they will do
- be polite to you
- be fair to you
- do their best to smile and be happy in school



Children should:

- know right from wrong
- develop a personal moral code and think for themselves
- accept and follow school and classroom rules
- have respect for other people both within school and in the wider community
- be polite to others
- expect and receive justice
- respect living things, the environment and property
- take responsibility for their own actions and understand their
- responsibilities in relation to the school community

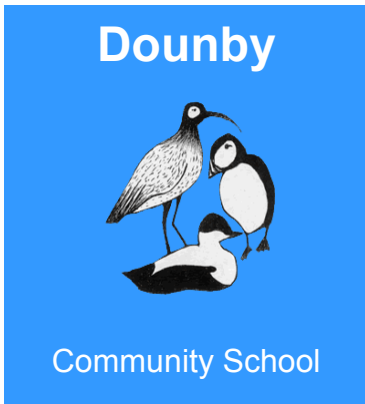
Version to be posted around school for children:



**We expect all of you
to:**

- respect school and all the other people (children and grown-ups) in school
- always try to do your best with everything you do in school
- be kind to all the other children and to the grown-ups in school
- be polite to everyone in school
- always tell an adult if you are unhappy in school
- talk to the school council, or the grown-ups in school, if you know how to make school better for everyone





Thinking
Learning
Community

T L C

Make this a happy and a good school

Be polite and show respect:

- Say please and thank you.
- Be kind and helpful.
- Listen when others speak to you.
- Eat quietly in the dining hall.
- Open doors and welcome visitors.
- Be honest.
- Look after things and keep our school tidy.

Be a friend:

- Be kind, gentle and friendly to other children.
- Let others join in with games and fun.
- Ask before you borrow.
- Share when you can.

Be safe:

- Walk quietly in the corridors.
- Stay in the places you should be.

Think:

- Think for yourself.
- Do what you know is right.

Staff responsibilities

Staff are expected to provide an excellent example to children by demonstrating high standards of punctuality, dress, commitment, attitude and manners.

All staff have a responsibility to reinforce the good practice of their colleagues. In particular, teachers have a responsibility to monitor classroom and support assistants' management of children; good practice should be complimented.

Even when "off duty", staff will intervene to reinforce good behaviour and counter poor behaviour. Staff will always support their colleagues who are applying agreed policy and strategies. Staff will discuss with colleagues how they are managing particular situations and involve senior staff for guidance and support ~ there is no criticism implied in asking for help, but to carry on doing the wrong thing or allowing it to continue without intervention is unhelpful and could be damaging a child's experience of school.

At the heart of the education of children are the four capacities of A Curriculum for Excellence and **health well-being education (HWB)**, these are central to all our teaching. This is complemented by **religious and moral education (RME)**. Children need to be taught good behaviour and good manners. Children need opportunities to develop an appropriate moral code.

Staff should always support and implement school behaviour policy.

Class teachers should negotiate class rules with their class at the beginning of the year, or when they take over mid academic year. These must be based in the schools vision statement and reflect the school rules. However, class rules may be more detailed or include specific objectives that the class teacher wishes to achieve.

Rewards

The following rewards are recommended, this list is not exhaustive but if staff have a doubt as to whether a particular reward is appropriate or not they should consult a teacher, principal teacher or the head teacher. On the whole children want to please the adults in school and seek their approval. The most valuable reward is adult approval and used judiciously this will very effectively support good behaviour amongst every group of children.

The main rewards are:

- ❖ Verbal praise ~ this is usually most effective when given in the hearing of others and can be used to spread good behaviour.
- ❖ Showing work to another adult or other children ~ sending the child to the head teacher, key stage leader, another class teacher, or another adult in school who will look at their

work and award verbal praise and perhaps a sticker or badge, it provides a new audience and is very effective.

- ❖ Use of Post-It notes, these can be given to children quietly, without a fuss. They should encourage and are especially effective with older children when they have achieved a learning target for example.
- ❖ Clean plate / empty lunchbox award ~ used specifically in the dining hall.
- ❖ Speak to parent ~ praising good performance directly to parent, this may be done directly in person, by a phone call, note or letter home or the award of a certificate that gives a reason for the reward.
- ❖ Star chart ~ a named reward, these may add up to extra playtime or Golden Time, there are a variety of ways of managing this system (sunshine and clouds named pegs for example or table points or Unifix cubes placed in a jar); the system may provide rewards for a group or an individual. The system must be straightforward, easily understandable to every child in the class and used consistently.
- ❖ Award of house points, a system in place in classes 4 to 7. See comments above re star charts.
- ❖ Extra playtime ~ or extra time on a particular piece of equipment / apparatus; this is especially effective as a group reward.
- ❖ Golden time ~ a time each week for choice of activities.
- ❖ Special duties ~ tidying up (but be aware of supervision issues), special helper, other jobs.
- ❖ Stickers may be awarded for good effort with tasks or good behaviour.
- ❖ Certificate ~ awarded so that it is recorded for the parent or carer why we are pleased, can be used in conjunction with sending to the head teacher for praise.

With rewards it is important to recognise what the individual child prefers and values, not all children value these rewards and some dislike public praise, for example.

Sanctions

Sanctions are organised into levels of response. At each level it is made clear which staff are permitted to use this level of response. The sanctions in each level are organised in approximate order of severity.

Examples of behaviour to which the level of response is given are included. These are examples and not an exhaustive list. It should also be understood that circumstances and prior events will have an influence on the level of response or particular sanction applied.

Level 1 (available to all staff)

These sanctions are responses to minor misdemeanours, for example; not paying attention in class; not completing a task in a given time; minor negative interactions with other children.

- Ignore unwanted behaviour ~ *a very effective strategy but sometimes hard to continue.*
- Disapproving look ~ *works well when the child wants the adult's approval.*
- Reinforcement of good behaviour of others ~ *"Well done Rebecca, you are listening carefully."*
- Disapproving word(s)~ *"Please listen carefully John."*
- Discussion with staff member directly involved ~ *always end the discussion with a verbal image of the required behaviour, the child needs to leave the dialogue with a clear understanding of what is wanted).*
- Short time out ~ *a very short time out of an activity, 2 or 3 minutes; the child must remain in the same location as the rest of the class.*
- Practicing the required skill ~ *e.g. asked to go back and walk along a corridor*
- Loss of a table point or Unifix cube, merit star or house point. Other teams awarded a point. Delayed playtime or going to play time by releasing the best behaved/children who have made most effort first.

Sanctions available to auxiliaries and the janitor:

- Disapproving look ~ *works well when the child wants the adult's approval.*
- Reinforcement of good behaviour of others ~ *"Well done Rebecca, you are playing nicely."*
- Disapproving word(s)~ *"Please do as I say Michael."*
- Apology to another child or to an adult ~ *always ensure this is carried out respectfully.*
- Discussion with staff member directly involved ~ *always end the discussion with a verbal image of the required behaviour, the child needs to leave the dialogue with a clear understanding of what is wanted (not what is not).*
- Short time out ~ *a very short time out of an activity, 2 or 3 minutes; the child must remain in the same location as the rest of the group of children.*
- Practicing the required skill ~ *e.g. asked to go back and walk along a corridor.*
- Request to make good the damage done or tidy up the mess made.
- Time out with the janitor or an auxiliary.
- Longer time out ~ *3 to 10 minutes, exceptionally longer, this may involve being placed somewhere specific on the playground or taken to sit outside the head teacher's office (head teacher the designated teacher on site should be informed).*
- Taken to class teacher (or another available teacher).
- Taken to head teacher or designated teacher.

Level 2 (available to teachers and other staff, however, a teacher must be informed promptly and consultation with a teacher may be more appropriate)

These responses are for more serious or more persistent problems.

For example, loss of attendance at extra-curricula activities is an appropriate response to bullying behaviours or the use of inappropriate language, particularly racist or homophobic language. N.B. - although included at this level bullying behaviour and the use of racist or homophobic language must be recorded and reported to the head teacher. Minor classroom disruption, more serious classroom disruption only if there are extenuating circumstances, hurting another child, but only if it is a first or rare event and the hurt is not considered serious.

- Longer time out ~ 3 to 10 minutes, exceptionally longer, this may involve sitting outside of the classroom or being sent to another classroom, however, there is a health and safety related professional judgement to be made by the member of staff using the sanction which relates to their knowledge of the child's likely response to this. When children are sent out of the classroom they must be sent with a task.
- Discussion between pupil and teacher.
- Loss of playtime ~ it is strongly advised that children do not lose their whole playtime; children may be sat outside of the head teacher's office, walk around the playground with a member of staff or be placed "on a spot" on the playground.
- Loss of privilege ~ loss of Golden Time, loss of post of responsibility, loss of additional IT time, prevented from attending extra-curricula activities and clubs, prevented from representing the school.
- Informal discussion with the head teacher or other senior member of staff.
- Informal discussion with parents or carers ~ this must be carried out by the class teacher. Only teachers or the head teacher should telephone parents and carers.
- Sent out of the classroom into the supervision of other staff; sent to another class or to the head teacher.

Level 3 (teachers only)

The head teacher or designated teacher must be made aware of these sanctions. Incident records must be used; although a single sheet may record a number of repeated events and sanctions.

More serious and persistent classroom disruption; initial response to bullying behaviours; more persistent and regular name calling of a racist or homophobic nature or more persistent name calling relating to any other person's disability. Verbal aggression. Physical aggression that is not harmful in a health and safety sense.

- Formal and recorded discussion with the class teacher.
- Formal and recorded discussion with the head teacher.
- Regular reporting and feedback to parents, usually daily at the end of school, sometimes using a reporting book that is a record of behaviour that both parents and school may record in.
- Typed record of behaviour sent home to parents.
- Formal interview between the teacher and parents or carers ~ *the request for an appointment should be made by letter unless the meeting is the immediate response to an incident.*

Level 4 (Head teacher or designated teacher in charge only).

Level 4 sanctions will come in to effect most usually after sanctions at the previous levels have been applied over a period of time. The actual period of time before Level 4 sanctions are applied is likely to vary from case to case as circumstances will be different.

Persistent, repeated and serious disruption of the learning of other children. Persistent disruption of learning of other children may potentially have an impact not only on learning during the disruption but also subsequently because staff confidence and health are affected. These factors may lead the head teacher to consider that health and safety is being compromised and that a response within Level 4 is appropriate.

Persistent, bullying behaviours may also initiate a Level 4 response rapidly.

Extreme verbal abuse and intimidation causing fear or distress to others may incur a response at this level without prior history.

Physical aggression which causes real hurt to other children or to staff may initiate a Level 4 response without any prior history of previous behaviour.

Any behaviour that endangers the health and safety of any other member of the school community will be responded to with a fixed term exclusion of up to 5 days. In instances of behaviour that cause a serious health and safety incident it may be that although a fixed term exclusion of up to 5 days is the initial response of the school the exclusion may be extended or even become permanent following subsequent deliberation by the head teacher, this could be the case for a "first offence" if it is considered of sufficient risk to other children or to staff.

- Formal interview between the head teacher and parents or carers ~ the request for an appointment should be made by letter unless the meeting is an immediate response to a serious incident. During this meeting the school may request that the child is referred to the Behaviour Support Teacher, parents or carers should agree and sign the referral. The head teacher may warn parents or carers that if they refuse this permission they may be putting their child at risk of exclusion.
- Lunchtime or other short exclusion - within the legal framework. This may lead the school to also refer the child to the Behaviour Support Teacher.
- 5 day fixed term exclusion ~ the legal framework will be applied.

Level 4 (Head teacher or designated teacher only) continued.

- 5 day fixed term exclusion with a notice in the letter that the exclusion may be extended to a longer period or even made permanent ~ the legal framework will be applied.
- Permanent exclusion ~ the legal framework will be applied.

When using sanctions staff must ensure that fairness and justice are applied. Listen to children and always give them the opportunity to explain themselves. If we apply sanctions unjustly they will have the opposite effect from that which we intend. Instead of the sanctions being effective as a response to unwanted behaviour we will nurture resentment and staff will lose respect.

It is equally important for staff to listen to those who have been subjected to aggression or poor behaviour of others.

Practice

No documentation can provide the detail for every eventuality, but at the heart of our practice are:

- a positive approach ~ giving children positive images of good behaviour (as opposed to images of poor behaviour)
- justice
- teaching an appropriate behaviour and moral code and good manners
- staff providing an excellent example to the children and to parents and carers
- explanation to children and listening to children
- consistency of response

In the classroom

Children will be expected to work thoughtfully, sensibly and generally with a reasonable level of noise. Being kind to one another, caring of others, helpful to adults are our expectations.

To obtain silence in a busy classroom so that a member of staff can speak to the children, to give instruction for example, the member of staff will raise a hand and may reinforce this with the use the phrase "Please stop, give me five." (see Appendix 1) in their instruction to the children. Children will be expected to respond by putting down any equipment or items they are holding, standing or sitting and listening (they may also be expected to raise their hand as the teacher has) until the member of staff has finished speaking makes it clear that the children may continue.

Staff are expected to speak as quietly as possible to children, it is not acceptable to shout across the room to obtain the attention of one child. It is acceptable to stop the whole class and speak quietly but other strategies like holding a child's name card up or asking another child to fetch the individual needed are recommended. In an emergency, for example, to prevent an accident it might be necessary to shout across a room.

Children should be rewarded for good work, good behaviour, kindness and helpfulness.

In the hall

Staff should ensure that children are calm and orderly prior to entering the hall. The teacher who is running the assembly should ensure that there is music playing as the children enter the hall. Staff should be well prepared for assembly and resources should be made ready beforehand. The children may talk quietly as they enter and leave the hall. Once the music stops all children should be silent and listening. In the assembly hall it is important to maintain a quiet, respectful atmosphere, staff should talk to pupils, colleagues and reprimand pupils, if necessary, with a soft voice.

In the corridors

Children are expected to walk through the school. Children are expected to treat the school property carefully, be aware of displays and be aware of other people, individuals and small groups should always give way to class groups moving through the school by moving carefully out of the way.

At lunch time

The janitor and auxiliaries will keep a daily diary of behaviour and rewards will be those used in school. Liaison with class teachers and learning support assistants is essential. Lunchtime supervisory staff must ensure that they discuss any incidents in relation to the children in their class with the class teacher or teaching assistant.

Language

It is helpful if staff adopt the same phrases and words to describe good behaviour. Our focus is on giving children a positive, clear image of how we would like them to behave. To do this effectively we need to adopt a common language to communicate our ideas. The word "friendly" is useful in the context of finding a positive way to phrase reprimands about incidents between children. For example, intervening with Wayne as he is raising his feet aggressively during outside play: "Is that *friendly* playing Wayne?" The staff member might then go on to tell Wayne that

feet are for running, hopping, skipping, walking and pedalling. This avoids saying "Stop kicking!" or mentioning kicking at all, which would reinforce the kicking behaviour.

**** Please remember to leave the child with the positive image of how we wish them to behave. ****

Head teacher responsibilities

The head teacher will monitor the implementation of the behaviour management policy. The head teacher will regularly report to the Parent Group about the standards of behaviour in school.

The head teacher will be responsible for involving external agencies if situations develop which require such an approach. This would be the case if the strategies have been used over a period of time but there is no improvement in the behaviour of an individual or group of children. In such a case the head teacher will hold meetings with parents or carers in parallel with consultation with external agencies.

In the last resort the head teacher may implement the exclusion policy of the school.

Children with additional needs

Some behaviour management difficulties can be experienced with some children who have additional needs. Staff should be sensitive to the needs of these children and consider that adjusted standards might be more appropriate. The Individual Education Plan (IEP) for children with additional needs will give targets and guidance in respect of the management of behaviour of children with such needs when that is considered appropriate, these will assist staff in making judgements on a day to day basis. If in doubt staff should seek advice from the learning support teacher or the head teacher.

Health and safety

Health and safety issues in respect of behaviour management of children should consider the safety of all parties. Teachers should inform children of the health and safety issues in relation to their behaviour. Children should be taught about risk to health and safety and how good behaviour can reduce these risks. The head teacher must be informed of any significant issues in relation to health and safety (see below).

In the case of an accident or injury the appropriate information must be entered in the accident book.

Staff should use only approved methods for the physical restraint or lifting of children, if a staff member has not been trained in these skills they cannot apply them. It is the head teacher's

responsibility to ensure that staff have received the appropriate training and that training is up-to-date. Staff should be aware that being on their own in a closed room with one child is not acceptable practice and is a situation that should always be avoided for the safety of both child and staff member.

Staff have a responsibility for the health and safety of themselves and the other staff and children in their charge. If staff become aware of a risk they must notify the head teacher so that a risk assessment can be carried out and documented.

Monitoring and evaluation

This policy will be monitored by the head teacher and the governing body of the school. The head teacher may monitor behaviour policy and its implementation in the course of monitoring teaching and learning. There is a clear reference to the behaviour management of pupils in the observation schedule used for the monitoring of teaching.

References

This policy should be read in conjunction with the Anti-bullying Policy; Anti-racist Policy; Equal Opportunities Policy; Exclusion Policy.

Appendix 1
Inappropriate behaviour, racist incident, bullying record sheet

When: (date) _____ (time) _____

Names of children involved:

- Child / children who initiated the incident

- Subject(s) of incident

- Witnesses

Names of staff involved:

Nature of incident:
(racism, homophobic behaviour, bullying, physical behaviour etc)

Location:

Description of incident:

Children's views of incident:

- Child / children who initiated the incident

- Subject(s) of the incident

- Witnesses

Signed by witness(es):

Signed by person making the report:

Name printed:

Passed on to senior management

Yes

No

Parents or carers informed:

- Child / children who initiated the incident
- Subject(s) of the incident
- Witnesses

Action taken by the school:

Local authority informed:

Appendix 2 "Give me five"

The means staff should use to gain the attention of a group of children.

Raise your hand and say, "Give me five."

Children should respond by raising one hand in the same manner.

You may wish to use a count down or count up form of this procedure - see the poster for what each of the five elements represents. Counting up or down can be more effective with children who find it difficult to recognise the shortened version of this procedure.

Staff member should then lower their hand and the children lower theirs. The standard of listening is explained then on the "Give me five" poster (see Appendix 3, separate document).