



# Maidensbridge Primary School

## Good Behaviour Policy



**Ratified by the full Governing Body:** November 2015

**Reviewed by staff:** October 2015

**Reviewed by pupils:** October 2015 (Junior Leadership Team)

**Member of staff responsible:** Headteacher

This policy complies with articles 3, 4, 12, 15, 19, 20, 23, 28, 29, 31, 37 & 40 of the United Nations Convention on the rights of the child.

'Children in Maidensbridge Primary School will feel safe, secure and valued and there will be a culture where achievement at every level will be celebrated. Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education. To this end the school will work with parents as partners to teach the children acceptable behaviour to enable them to cope in the outside world.

For all to have the right to engage in non- disruptive learning in an environment where mutual respect is a core value and the atmosphere is one, which enables effective learning.'

### **Our Guidelines:**

1. All adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults should act as good role models and this **includes the style and tone of language used to children.**
2. The ethos of the school should be reflected in a charter.
3. School and classroom rules and rewards need to be shared and displayed as constant reinforcement of good behaviour.
4. Children should know and understand their rights and understand that they have responsibilities for upholding the rights of others.
5. Children need to be encouraged to become self -disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
6. Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
7. Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
8. Work within classrooms must take account of individual ability.
9. Poor behaviour needs to be monitored with notes and dates recorded on Good to be Green Behaviour Charts.
10. Individual behaviour books or charts may also be used to track the behaviour of individual children. They may go home at the end of each day or week where appropriate to be signed by parents. The head teacher will monitor them as necessary.

### **Recognising and Rewarding Good Behaviour**

Good behaviour and effort are encouraged and rewarded, publicised and then used as a model for others to follow. Rewards help to identify positive aspects of each child's behaviour and making them aware of their abilities and qualities and so building self-esteem.

#### **Rewards include:**

- Praise – when children reach or surpass the adults' expectations.
- Telling parents: phone call home or letter/good news postcard home
- Written comments on work.
- Merits awarded
- Badges/stickers to stick on to work or to wear.
- Recognition in front of the group / class / school.
- Raffle tickets / classroom 'prize' schemes for exceptional work/behaviour
- Recognition at an assembly
- Certificates to reward work or behaviour

- Whole class rewards
  - 25 – Extra Play
  - 50 – Non-uniform day
  - 75 – Own choice
  - 100 – A treat (to be negotiated with the children involved)
- Extra privileges e.g. 5 minutes extra break
- Sharing the good event by being sent to the Headteacher for praise
- Responsible jobs around school
- Achievement awards – Praise Assembly
- Star Pupil/Person of the week award
- Praise for staying “Green” on the whole school scheme.

### **Investigating Poor Behaviour**

Before investigating an incident it is important to give all involved time to calm down and it is important not to react too quickly to decide upon the sanction. It is important that all positive encouragement strategies are used to attempt to get the child to avoid the need for sanctions.

- Ensure antecedents are explored.
- Listen carefully to both parties.
- Offer both parties strategies for the future.
- Check that all parties believe that the handling of the situation is being handled fairly.

### **Key behaviour techniques and whole school systems include:**

- Register disapproval and explain why.
- Whenever possible reprimands should not be public. Concentrate on the behaviour rather than the child.
- Each class teacher must have a class charters and accompanying rules in their classroom.
- Each class teacher must have reward/sanction systems in their classroom
- Warn children that their behaviour is unacceptable and **what will happen next.**
- Isolate the child for a short period. **They must still remain in sight of an adult.** This may involve the child being isolated within the classroom or being sent to another class with suitable work. **Children should not stand outside classrooms.**
- The child can be given extra or alternative tasks as a diffusing strategy.
- Loss of privileges.
- Letter of apology or writing what happened during an incident. **‘Lines’ or other meaningless punishments should never be set as a sanction.**
- Parents should be spoken to at the end of the day if at all possible or a letter/note sent home outlining a serious incident-this communication is very important. Please seek the agreement of either HT/DHT/AHT before doing this.
- If a child is asked to leave the class regularly the class teacher must inform the Headteacher, who will also inform the parents/invite the parents in.
- Refer to the Deputy or Head. A member of staff should be nominated in charge of a pupil who has been sent out of class and if that person becomes unavailable another staff member should take over (loco parentis).

- In the case of severe or extreme incidents the situation should immediately be brought to the attention of the Headteacher or Deputy Headteacher (see list below).
- Detention system (of 3 mins / 5 mins or longer period of a lunchtime) may be operated if deemed appropriate. Children should still have access to their toilet break, break-time snack/drink and their lunch.

**The following behaviours should be referred to the Headteacher/Deputy Headteacher and will be recorded:**

- Bullying
- Racist/homophobic name calling
- Repeated violence (any violent incident should be recorded)
- Children exploring himself or herself or being involved in inappropriate play of a sexual nature.
- Fighting
- Inappropriate language directed at others. Damage to property
- Stealing
- Threatening behaviour to an adult
- Insolent/disrespectful behaviour to an adult
- Swearing
- Blatant refusal to follow instructions / work
- Violations of the school's E-Safety and/or Mobile Phone/Device Policy.

**Behaviour and SEND**

When a pattern of poor behaviour, disruption, anti-social behaviour within school or in the playground occurs involving a pupils with a SEN for behaviour the following stages need to be followed.

**Intervention Strategy**

- SEND Co-ordinator made aware
- Parents made aware that there is concern about behaviour
- Senior Leadership Team awareness for monitoring purposes
- Behaviour modification used
- Circle of friends/circle time use to create a supportive environment and increase of self esteem
- Individual behaviour book kept which records positive behaviour as well as problems. Class teacher will monitor this weekly.

As well as the above, the SEND Co-ordinator to ask for help from external agencies,

- Educational psychologist
- Behaviour Support Service Team
- Child & Family Service
- CAMHS
- School Nurse
- Any other appropriate agency e.g. counselling service, family social workers.