

Crooksbar Primary School Behaviour Policy

At Crooksbar the well-being of our children is central to all that we do. We try to provide a pleasant, caring, stimulating and secure environment in which both children and adults can interact positively and comfortably together, creating firm relationships and promoting high self esteem. We want our children to enjoy being a part of Crooksbar, to take pride in their school, to experience fulfilment and satisfaction in their learning and friendships. We wish them, ultimately, to become well-balanced adults able to contribute to the community in which they live.

We encourage our parents to play their part in their child's education, to work in partnership with us to help their child towards a better future.

We strive to offer our children the highest quality education - our aim is excellence in both teaching and learning. To achieve this end we must be clear and consistent in our whole school approach to:-

Self Esteem

Each child's self-concept is made of his/her strengths, fears, likes, dislikes, happy and traumatic experiences. Since children must value themselves before they can relate positively to one another and become self determining and effective learners, it is vitally important that we promote an intrinsic feeling of self worth in all our children. We can do this by:-

- Valuing each child's individuality;
- Believing that children are capable of making choices, accepting responsibility and acting accordingly;
- Providing opportunities for success;
- Viewing success in terms of personal progression rather than being in competition with others;
- Praising achievements;
- Promoting the acceptance of others;
- Clearly demonstrating that we value their work;
- Building into the curriculum activities which develop the child's ability to express his/her feelings, through the sharing circle, co-operative games and Drama.

Physical Environment

Attractive, comfortable well resourced and well managed classrooms encourage children to want to be there and to help care for them to keep them attractive. It matters how our school looks. Displays of children's work show the children that we value it highly. Tidy and accessible resources demonstrate that children are trusted to organise themselves for work and that they know how to use and care for things.

Classroom Management

Children must know what they are doing and why. Their work must be matched to their ability so that success is possible for all, rather than just a few. Classroom rules are devised by the children themselves to ensure standards of behaviour. The rules should be a few in number, prominently displayed and referred to often. We must all set high standards, praise quickly and consistently - looking out for and rewarding good behaviour. We must be firm, fair and supportive. We need to know our children as individuals, to be active listeners, to refer to the behaviour rather than the child. We need to maintain a positive self-image ourselves.

Working with Parents

Time spent establishing good home-school relationships is invaluable in maintaining positive attitudes towards behaviour and learning. Involving parents in their child's education significantly improves the academic attainment and reduces the likelihood of an onset of inappropriate behaviour.

We can:-

- Encourage parents to visit school often, not just when there's a problem;
- Offer guidance on how they can support their child most effectively;
- Make parents feel welcome;
- Inform them when their child has been good.

Talking and Listening

Children need to be clear about what behaviours are desirable. We regularly discuss the following to reinforce their importance. Much of this can be done through PSICHE/SEAL.

- Keeping School rules;
- Understanding other people's point of view;
- Settling problems by calmly and patiently talking them through;
- Not jumping to conclusions;
- Treating all people with respect;
- Honesty;
- Having rights and responsibilities;
- Caring;
- Sharing

Assemblies

Assemblies are a time for sharing together. The KS1 sharing assembly is a time when children can receive special praise and recognition for work, behaviour a kindness, etc' and when they can tell others about something of importance to them.

The KS2 sharing assembly follows a similar theme; it is a time for collating and celebrating house points and for also receiving certificates.

Positive rewards

At Crooksbarne we would rather praise good behaviour than have to punish bad. We take a whole school approach to praising achievement:

Stamps/Stickers/Certificates

These tell parents and teachers of particular achievements and are usually given for good work or an improvement in work. Special certificates for SEAL and Mental maths are given each week.

House Points

The children can earn house points for:-

- Quality of work;
- An excellent piece of work
- An improving piece of work.
- Good Behaviour
- Being polite, etc

Dinner Supervisor's Stickers

Dinner supervisors can award stickers/raffle tickets for good behaviour during lunchtime.

Barney Stickers

The 'Barney' is our main method of rewarding positive behaviour.

The 'Barney' is used by class teachers throughout school and indicates excellent standards of work and/or behaviour by a child. Only ONE may be awarded each day.

Children can wear their 'Barney' for one day after which they are transferred to a collecting chart displayed in the classroom. When a child has succeeded in gaining three 'Barnies' he/she is awarded a 'Head Teacher's Barney' that is presented by the Head Teacher at the whole school assembly on Monday Mornings. An additional award is chosen by the Head Teacher to any child who has gained nine 'Barnies' during the course of a school year.

Educational Visits

Educational visits and visits by theatre groups/artists etc. into school are also used as positive rewards. When they are available to only a limited number anyway, we select children according to whether they deserve a special opportunity and will gain from experience. Great care is taken to ensure a fair spread of these treats and class teachers and team leaders record which children are selected each time. Much is made of the fact that these opportunities are a reward for consistently good behaviour and effort.

We do not take out of school those children who cannot behave within it as they may endanger the safety of others or mar their enjoyment of a visit. KS2 children who have already been badly behaved do not take part in special 'treats' e.g. a visitor to the school or a chance to do something very special. Again, the children must be very clear about why they have been excluded and about how they can remedy the situation for another time.

Warning Procedure

We use a firm, clear warning procedure throughout school. There should only be three warnings and they must include specific consequences of continuing misbehaviour.

Foundation/KS1 Sanctions Procedures

- 1 If it is appropriate to 'ignore' the behaviour then do so.
- 2 Use appropriate body language to show displeasure at the particular behaviour.
- 3 If neither of the above work then warn the child.
- 4 (a) Mentioning the inappropriate behaviour and (b) the consequences of continuing misbehaviour. **ONLY THREE WARNINGS ARE GIVEN.**
- 5 If the behaviour continues then the child is separated from the rest of the class. This can take the form of sitting on a special chair in a part of the classroom where there are no distractions and little stimulus. The rest of the class is told to ignore a child in this situation.
- 6 After five minutes, ask the child if he/she chooses to behave appropriately, in which case he/she can rejoin the class and the misbehaviour is not referred to again. (Most children rejoin the class at this point).
- 7 If the child chooses not to behave appropriately then give him/her a further cooling off time, for approximately 5 minutes more.
- 8 The child is again given the choice of rejoining the class.

- 9 Vary rarely; a child having a severe temper tantrum may refuse to behave appropriately. The child should then be taken to the Team Leader.
- 10 Certain actions will always result in you taking the child to the designated senior member of staff:-
- Insolence
 - Deliberate vicious action
 - Stealing
 - Deliberate damage to equipment or books
- 11 The child will then be counselled and the Class teacher and/or the Team Leader will see parents.
- 12 In a serious case of misbehaviour the Team Leader will inform the Head Teacher.

KS2 Sanctions Procedures

- 1 Give a warning of 'time out'.
- 2 Isolate 'time out' within the classroom for 5-6 minutes.

Follow this with a brief discussion with the child (and a fuller one at the end of the session). The child must choose to behave appropriately if they are to rejoin the group. Use your own judgement about keeping them in continued 'time out'. It may be more beneficial to make them work in isolation as some children may seek to use time out as a work avoidance strategy.

- 3 If the child continues to be difficult isolate with work in another classroom.
- 4 Certain actions will always result in you taking the child to the designated senior member of staff:-
 - Insolence
 - Deliberate vicious action
 - Stealing
 - Deliberate damage to equipment or books
- 5 Visits to the designated person will be noted down whatever the child has decided he/she can do to remedy the situation. This discussion should be followed up by both class and designated teachers.
- 6 The third visit in one half term period will always result in the child being taken by the class teacher and designated teacher to the Assistant Head.

Assistant Head will counsel the child. Parents may be informed and sent for (they may already have been involved). Onus must be on parents to help ensure their child is being well behaved in school.

- 7 If inappropriate behaviour persists then the child must be brought to the Head Teacher.

Exclusion

Only the Governing Body in consultation with the Head Teacher may exclude a child from school. The exclusion must be a 'fixed term' or permanent.

At Crooksbarrow serious and continuous incidents may result in exclusions. Parents are contacted and the length and reason for the exclusion are clearly expressed in a letter. At the end of the period of exclusion the parents must bring the child and discuss with the Head Teacher terms and conditions for re-entry.

Fixed-term exclusions may also be used where deliberate flouting of school rules is involved or where a temporary removal is required in the interests of good discipline or safety.

A permanent exclusion is appropriate when we feel that, as a school, we can no longer provide for the child's needs or safety or be reasonably expected to cope with his/her outrageous behaviour.

Lunchtime Procedures

Lining up is done in class groups, with a rolling programme which ensures every class has a turn to be first in for dinners. Should any serious problems arise which the supervisors feel unable to manage themselves, then senior members of staff handle the problem at the end of the lunch break.

Wet Lunch Times

During Wet lunch times the children have access to the same activities specified for wet breaks. They stay in their own classroom and are supervised by the Lunchtime Supervisory Assistants.

Children are expected to behave appropriately at all times (this includes speaking politely to lunchtime supervisors.)

In the Y5/6 area, one class is split into the other two classes for supervisory purposes.

KS1 Lunchtime Procedure

A lot of bad behaviour at lunchtime is the result of boredom. The supervisors are encouraged to play games with the children and keep them meaningfully occupied.

If there are any incidents of serious misbehaviour then the class teacher is to be informed at the end of the lunch break.

Bullying

See the Bullying Policy.

Violence to Staff

Stockton Borough Council has adopted the following definition of violence:-

- a. Physical Assault with or without a weapon resulting in actual physical harm to the member of staff at the level of bruising, cuts, lacerations, hair pulling or more serious injury.
- b. Physical Abuse attempted assault with or without a weapon which did not result in actual physical harm to the member of staff.
- c. Sexual Assault resulting in actual physical harm to the member of staff at the level of bruising, cuts, lacerations or more serious injury.
- d. Sexual abuse sexual harassment or other forms of inappropriate sexual behaviour which did not result in actual physical harm to the member of staff.
- e. Threats verbal or written, or by actions to the person or to property, or both.
- f. Property Damage or Thefts of the property of the member of staff, including leased cars as personal property.
- g. Other any form of physical (including sexual) assault or psychological abuse, or threats not contained in the above, which the member of staff considers to have sufficiently serious to warrant concern.

Action to be taken immediately after an assault or as allegation of assault

- 1 The member of staff concerned should report the incident to the Head Teacher as soon as is practicable, and should also contact his/her union representative.
- 2 Factual written statements should be obtained from any witnesses, together with their names and addresses.
- 3 The form 'Report of Incidence of Violence to Staff Member' should be completed and sent to the Education Offices.

- 4 If any implement is used in the attack on a member of staff it should be retained.
- 5 The Head Teacher, acting on behalf of and with the consent of the victim, should inform the police of any incident of assault which occurs, whilst carrying out or in connection with official duties.

Whilst we recognise that the possibility of physical assault on staff is remote, we have had incidents of verbal and written threats in the past. In future, all incidents of verbal and written threats are to be recorded on the form Report of Incidence of Violence to Staff Member and given to the Head Teacher.

Crooksbar Primary School Rules

Manners

- 1 To be polite to everybody.
- 2 Talk quietly, listen carefully and do as you are told.
- 3 Always tell the truth.
- 4 Treat others as you would wish them to be treated.
- 5 Be patient and await your turn.

Appearance

- 1 Wear suitable clothing for every activity.
- 2 Jewellery is unacceptable with the exception of plain studs, these however, must be removed for P.E. lessons and swimming. Children must not wear studs on P.E. days unless they can remove them themselves.
- 3 Make up and nail polish are not appropriate in school.
- 4 Do not have extreme hair styles; we want you to look smart and sensible at all times.

Moving around school

- 1 Behave quietly and sensibly around the school.
- 2 Look after our school.

Moving around the Grounds

- 1 Play in the areas allowed.
- 2 Do not climb the fence.
- 3 Don't run out of school.
- 4 Respond to the whistle quickly and walk in quietly.

Personal Belongings

- 1 Pupils may bring cheese or fresh/dried fruit for a break time snack. Any other food item is not allowed.
- 2 Toys are not appropriate items to bring to school.
- 3 School can not be held responsible for any loss or damage to personal belongings brought in by pupils. They do so at their own risk.

Stockton Borough Council

CONFIDENTIAL

REPORT OF INCIDENT OF VIOLENCE TOWARDS AN EMPLOYEE

In situations where an employee has been assaulted or is the subject of an allegation of assault, the County Council's procedure requires that the incident should be reported as soon as possible to a line manager or other senior member of staff.

If you are involved in an incident of violence you must complete this form and return it to your Chief Officer.

1 Name

Post

Section

- 2 Details of Incident
- a) Threatened Assault
 - b) Physical assault causing injury
 - c) Physical assault not causing injury
 - d) Verbal assault, abuse, intimidation
or harassment

Name of person(s) who made the assault

.....

.....

Date of Incident

Time incident occurred

Place incident occurred

GUIDELINES ON PHYSICAL CONTACT WITH A PUPIL

Generally

- It is better to defuse than intervene.
- Be sure that there are whole school policies on violence and that everyone knows the same drill.
- Establish a code, like taking a specific book to a colleague, which is an alarm call for help.
- Talk over episodes together, find out what you think might have been a good response in difficult situations. Establish a culture of openness, don't hide a notion of professionalism. It is unprofessional not to report incidents.

On breaking up a fight

- Get rid of non-combatants; violence thrives on witnesses.
- Don't put yourself at risk; alert colleagues, enlist their help.
- Assess a situation first.
- Be calm, don't take it personally.
- Use verbal intervention first.
- It may be worse than useless to add another person to a gang situation; better to call the police.

On misuse of Dangerous materials

- Minimise the number of people who may be affected. Protect yourself as much as possible.

On Vandalism

- Identify the perpetrators; consider whether the police could then deal with them better.

On stopping a pupil absconding

- If you stop a pupil leaving the premises, think what you do next. You cannot imprison him or her.

GUIDELINES ON PHYSICAL CONTACT WITH A PUPIL

WHAT THE DCSF GUIDANCE SAYS

Application of force allowed where staff may need to

- Physically interpose between pupils
- Block a pupil's path
- Hold (but never round the neck or collar)
- Push
- Pull
- Lead a pupil by the hand or arm
- Shepherd a pupil away by placing your hand in the centre of the back
- In extreme cases (such as self-defence) more restrictive holds

But you should not act in a way that might reasonably be expected to cause injury

- Hold round the neck
- Restrict a pupil's ability to breathe
- Slap
- Punch
- Kick
- Twist or force limbs against a joint
- Hold or pull by hair or ear
- Hold face down on the ground
- Nor should you touch in a way that might be considered indecent

(This will be reviewed in accordance with DCSF guidance Spring 2012)

Next Review Date: **May 2012**