



Merrylands Primary School

Behaviour Policy

July 2015

Introduction

At Merrylands the school is a community in which behaviour is based on mutual respect and consideration for others. The school is organised so that children and staff are happy, confident and at ease. The values, standards and attitudes of the 'school family' are made clear to the children through example and discussion so that they are understood by them and made their own. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility. There is a clear and shared understanding of the expected standards of behaviour by children, parents and staff.

Great importance is placed upon this policy as it sets the ethos for our school.

Objectives

All pupils should:

- Be courteous and considerate to one another and to all adults in the community.
- Know that they are important contributors to the smooth running of the school.
- Take responsibility for their actions and tell the truth.
- Be aware of how the support and sanction systems operate as a result of positive and negative behaviour.
- Know that they always have access to fair and reasonable treatment.
- Know that in the event of a problem or grievance they will be given a safe and confidential hearing from an adult in the school.

All staff should:

- Be aware of the agreed behaviour policy and procedures.
- Co-operate with colleagues and parents in the implementation of the behaviour policy and procedures.
- Offer the pupils a role model by demonstrating respect for colleagues, parents and children.
- Reinforce school aims objectives and rules with pupils in their class and with others throughout the school.
- Know that the Headteacher, Deputy Headteachers, Inclusion Manager, Assistant SENCo, SEN Teacher and Senior Midday Assistant are available should professional consultation be necessary.
- Ensure that all those who work or visit our school exhibit behaviour in keeping with this policy.

The Inclusion Manager, Assistant SENCo and SEN Teacher are responsible for:

- Working with appropriate staff to include behaviour target in Individual Provision Maps (IPM) for children with significant behaviour issues.
- Working with appropriate staff to draw up Consistent Management Plans (CMP) for pupils with persistent significant behaviour difficulties.
- Lead monitoring and review of IPMs and CMPs.
- Advising and supporting staff to implement appropriate behaviour strategies.
- Liaising with parents and outside agencies as necessary.

The Headteacher is responsible for:

- The day-to-day management of the behaviour policy.
- Ensuring that the needs of pupils, staff and parents are fully met.
- Allocating sufficient funds for the successful implementation of the policy.

- Reporting to the governing body.
- Ensuring that the behaviour policy is reviewed annually.

The parents are responsible for:

- Supporting the school's behaviour policy and their child's individual behaviour targets and/or plans (where appropriate).
- Attending meetings with school staff, if deemed appropriate.

The Classroom Approach

All teachers will aim to create a happy and well ordered class environment where pupils are respectful of each other, co-operative, friendly and working productively.

Each teacher must find their own 'classroom' style but each must have practical strategies for the management of behaviour. Such strategies will include classroom awareness, the monitoring of groups and individuals, making work satisfying and sufficiently challenging for the most able and appropriate for the less able, the use of praise and the effective establishment of clear classroom rules.

Despite the best efforts of teachers, individuals may occasionally present challenging or difficult behaviour. Where this occurs, teachers will be supportive to each other through a system of mutual support. Problems will be discussed jointly with colleagues, and occasionally with parents, where solutions and consistent strategies can be agreed. Persistent or serious problems are referred progressively to the Phase Leader, then Deputy Headteachers, then the Headteacher. In exceptional cases discussion may need to take place with the Inclusion Manager, Assistant SENCo or SEN Teacher for a potential Consistent Management Plan to be put in place.

The Playground Approach

We have a clear understanding of the expected standards of behaviour and encourage co-operative and constructive play in the playground and on the field.

Supervision is provided by the teaching staff on a rota system, before school, during morning playtime and immediately after school.

Lunchtime supervision is by a Senior Midday, a supervisor, and fifteen midday assistants/play leaders. It is recognised that the task of the midday assistants is an important one and that with the right expertise they can make a significant contribution to maintaining the standards of behaviour. We aim, therefore, to support them and help to develop their skills through appropriate training. To encourage positive and constructive behaviour at all break times, children are provided with a variety of play equipment. The review of this provision is ongoing. An indoor Lunchtime Club, supervised by an LSA with appropriate training, is provided each lunchtime as a "time out" space to develop social and play skills for pupils with difficulties in those areas.

Rules are clearly explained to the children for their own safety and mutual respect. Adults on duty will normally apply verbal warnings and appropriate sanctions for minor offences. Serious cases of

bad behaviour will be recorded. The Headteacher will apply greater sanctions for repeated or more serious offences and this will involve discussion with parents.

The Golden Rules

The foundation of this policy is rooted in the following principles:

- Be gentle and do not hurt anybody
- Be kind, helpful so as not to hurt people's feelings
- Work hard and therefore not waste yours or other people's time
- Look after property and do not waste or damage things
- Listen to people and do not interrupt
- Be honest and do not cover up the truth

These rules are non-negotiable and apply to everybody.

Encouraging good behaviour

Good behaviour is of paramount importance and all adults working in the school share the responsibility for maintaining good behaviour not only in the classroom but throughout the school. We recognise that positive attitudes and positive behaviour can be fostered through pupils experiencing success and by celebrating their achievements. We, therefore, aim to reward children for their efforts with the approval of their friends, teachers and parents. We aim to celebrate publicly and therefore encourage children's efforts not only in academic work, but also in social behaviour and general achievement.

Our weekly 'celebration assembly' offers such an opportunity to celebrate success with Certificate awards. The giving of team points by all staff, at any time during the school day, gives immediate recognition and reinforcement for good behaviour, effort and politeness.

Hierarchy of Sanctions

We also believe that it is important for pupils to understand that 'bad' behaviour is unacceptable and that such behaviour will be punished. Our school hierarchy of sanctions make clear the school's expectations.

1. For minor incidents (fiddling, time wasting, swinging on a chair, talking out of turn):

Warning as part of class system

2. For continued 1 incidents or more serious incidents (calling out, walking around, rude noises, constant talking, arguing):

Move child's place; short loss of playtime/lunchtime (link corridor); Time-out in Phase Leader's classroom

3. For continued 1 and 2 incidents or more serious incidents (refusing to comply; swearing or other verbal abuse towards children or adults; a scuffle; damaging property):

Recorded in Behaviour Management system, phone call to parent/carer, letter sent home, loss of playtime/lunchtime (detention room/link corridor), Inclusion Manager, Deputy Headteachers or Headteacher involved, after school detention

4. For continued 1,2,3 incidents or more serious incidents (stealing, vandalism, racism, violence, running around the school, persistent bullying, physical assault on staff, personal verbal attack, severe defiance, criminal damage to school property, out of control physical assault on another pupil:

Child will have a fixed term exclusion; daily progress monitoring charts, monitored daily by class teacher and weekly by Deputy Headteachers; Headteacher/Inclusion Manager and class teacher to meet with parents and child (if appropriate) and keep under review.

5. If the child has a series of exclusions:

Review current interventions and refer to other agencies (where appropriate) for support for child, and parents if necessary.

6. If there is no improvement in 3 and 4 incidents and the learning and welfare of themselves, other children and staff are being put at risk on a daily basis:

Permanent exclusion

N.B. This 'Hierarchy of Sanctions' will not be followed verbatim for exceptional cases where a child(ren) with a condition which can lead to specific or serious behaviour difficulties.

Recording behaviour

Records of behaviour are kept centrally on behaviour management system. The system helps ensure that pupils can expect fair and consistently applied punishments when merited along with positive guidance. Our sanctions are applied in an effort to promote good behaviour and make apparent the distinction between minor and serious offences.

Bullying

We aim to promote a climate of positive values which will ensure a secure and happy environment for every pupil. Our whole school policy deals with bullying which contributes to the good health and positive ethos of the school community and forms part of the school's personal and social curriculum. See Anti-Bullying Policy.

Equal Opportunities and Racial Prejudice

We aim to promote equal opportunities for all children and adults and avoid discrimination against any individual or group. We encourage an open-mindedness and lack of discrimination in the behaviour and language of our staff and pupils. Physical or verbal abuse or harassment of individuals on account of their race, disability or gender will not be tolerated. All staff should be alerted to any signs of racial harassment and take appropriate action based on clear rules which are backed by sanctions. Our equal opportunities policy forms part of the schools' personal and social curriculum.

Evaluation and review

The school behaviour policy has been written in consultation with governors, pupils, parents and staff.

The curriculum and pupil related sub-committee of the governing body will receive a termly report from the Headteacher. The review process provides an opportunity to evaluate the effectiveness of the implementation of this policy. All aspects of the policy will be considered with particular emphasis on the numbers of pupils having their name recorded for negative behaviour, parental satisfaction and specific improvements in pupils' achievement.