

Date: October 2014

Review: October 2015

Primrose Hill School Behaviour Policy



PRINCIPLES OF THE BEHAVIOUR POLICY

Good behaviour and discipline are essential to an orderly working atmosphere where effective learning and teaching can take place.

The purpose of a whole school behaviour policy is to foster good behaviour and provide measures for dealing with problems.

Through the behaviour policy, the school will promote such values as:

- Respect for oneself and others
- Honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values in turn promote not only the ethos and aims of Primrose Hill, but assist in the preparation of the children for the responsibilities and duties of adult life.

The behaviour policy should be positive in that it enhances self-esteem, good relationships and emphasises rewards rather than punishments. Rules should be kept to a minimum and expressed in positive terms when possible. Punishments, which are humiliating or de-meaning should never be used.

The behaviour policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and non-teaching staff.

The behaviour policy will offer support systems for staff, who, in turn, have a responsibility in setting a good example to children and in contributing to the support systems if they are to succeed.

Parents should be involved in all aspects of a child's development and they should be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad should be drawn to parents' attention.

The behaviour policy should include statements of intent about dealing with bullying, racial harassment, attendance problems and exclusions.

BEHAVIOUR POLICY

Our behaviour policy should help to promote a more caring and supportive environment enabling all members of the school community to feel secure and respected.

We will aim to build on the good relationships that exist and the commitment to our school by staff, governors, parents and children to develop a stronger sense of community.

GOLDEN RULES

AT Primrose Hill we follow six Golden Rules. These are:

- We are Gentle

- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

A commitment by everyone to enhancing self-esteem is crucial for these to be successful. Self-esteem can be explained as follows:

SELF ESTEEM

Young or old, we all hold an inner picture of ourselves, of our strengths and limitations. This self-picture has been, and is, contributed to both by the positive and negative responses we receive from people who are important to us. Our self-image and the value we attribute to it then influences the way we respond to all life's challenges and choices.

If we have been encouraged and praised and have been given some opportunities to experience personal and social success we are more likely to perceive ourselves as capable, likeable and worthwhile people: in other words, we will have found self-esteem. An adult or child with sound self-esteem will be confident in their ability to eventually succeed, will welcome and enjoy new learning experiences and will be able to relate well to other people. Their self-confidence and optimism will allow them to adopt a positive approach in all that they do and this will be effective in creating all manner of academic and social success. Moreover, sound self-esteem enables people to learn from criticism, and to view failures in a balanced and realistic way.

Sound self-esteem should not be confused with a "seeming overconfidence" which leads some people to continually claim how wonderful they are and to "ride rough-shod" over others' feelings. People with sound self-esteem do not need to constantly tell people about their attributes; they are able to admit to their mistakes and to listen sensitively to the needs of others.

An individual with low self-esteem is likely to view themselves as useless, unlikeable and incompetent. This lack in inner confidence can result in them constantly putting themselves down, an inability to relate in a warm, respectful and empathetic way to others and a fear of facing new learning experiences. Their personal view of themselves will lead them to believe that this is how others view them and will act defensively in order to protect themselves from further hurt, by behaving aggressively, or by withdrawing into a "shell".

Secretly people with poor self-esteem regard themselves as failures, or as misunderstood and it seems to them that everyone is more capable than they are. This negative thinking results in a pattern of negative behaviour which becomes a self-fulfilling prophecy ensuring that they continue to fail.

Fortunately, self-esteem is never a fixed attribute, it can continually be influenced and enhanced. Children and adults alike have the same need for positive self-regard.

TEACHER'S ROLE – ADVICE FOR STAFF

All teachers have a general responsibility for encouraging pupils to behave well at all times.

Classroom management skills are the single most important factor in achieving good standards of classroom behaviour. (Elton 1989)

Key characteristics of "good practice" are:

- A prompt start to lessons

- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate work set and differentiated to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive achievement
- Low emphasis on punishment
- Enthusiasm and use of humour by the teacher
- Resources well-cared for and well organised
- Quality display of children's work
- Order but not rigidity

Good order has to be worked for; it simply does not just happen. Pupils learn more in schools than they are taught. They learn from the messages carried by the way the school is run and the relationships between the people in it. As adults we can set good examples and model the standards expected from pupils.

Consistency:	Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards and apply rules firmly and fairly.
Courtesy:	Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.
Respect:	Staff will expect to give and to receive respect.
Be positive:	Negative labelling can result in a vicious circle developing. Staff will take the time and patience to interact with children in a positive way. Separating the behaviour from the child will protect self-esteem.
Relationships:	Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak listen.
Environment:	The quality of the school's environment influences children's behaviour. Dangers and graffiti etc will be dealt with promptly and litter/untidiness be kept under control.

Informal contact and extra-curricular activities can also contribute to higher standards of behaviour.

STAFF SUPPORT

All staff may fail at some time to maintain good order. Behaviour, as regular agenda item for staff meetings will provide practical advice and support, especially in our school.

Our success is not tested by the absence of problems but by the way we deal with them. We can help children to learn from their mistakes in terms of behaviour as well as in their work if we encourage them to gradually take more responsibility for their own behaviour. This in turn will encourage the development of self-discipline.

OUR PUPIL'S ROLE

Pupils are not passive receivers of education. They have to participate in their own learning. We consider then that children should have a part to play in achieving and maintaining high standards of behaviour.

Children will be given responsibilities to help with managing the school as they are likely to react by behaving more responsibly.

All ages of children will be encouraged to take up the responsibility of participating within the School Council

Upper junior children will be encouraged to take up the responsibility for setting an example of good behaviour for the rest of the school to emulate. They will also support others positively through the school's "Buddy System"

Children will be involved, through circle time and Personal, Social and Health Education and assemblies, in drawing up their Golden Rules and the Playground Code (see appendices)

Children will be involved in agreements or action plans drawn up with parents regarding their behaviour, when necessary.

Children will contribute to creating a pleasant environment to achieve a sense of ownership.

Children will be encouraged:

- ✓ To respect each other's right to speak and give opinions
- ✓ Not to put other people down or laugh at them
- ✓ Not to make personal comments
- ✓ To help each other

PARENTS ROLE

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting good behaviour in school.

We will:

- Involve parents in drawing up the school behaviour policy
- Involve parents when behaviour problems arise, at an early stage rather than as a last resort (Letter 1- appendices)
- Recognise that pupil's behaviour at school may be different than at home
- Aim to reach an agreement with parents about the nature of a problem and what needs to be done
- Draw to the attention of parents good behaviour as well as poor behaviour (Letter 2 - appendices)
- Be sensitive and supportive to families under stress
- Establish partnership, home-school links and expectations of behaviour at induction evenings
- Be welcoming to all parents and encourage partnership by involving parents in the life of the school through informal contacts, classroom involvement and PTFA events
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by supporting school policies and ethos

REWARDS POLICY

- Our rewards system must benefit all children, not just a limited group.
- Teachers should aim to reward all children each term

- Rewards should be for positive behaviour in school or on the playground, as well as for skills and attitudes to academic work.
- Others should share in the 'good news' i.e. parents, class, whole school in assembly.
- A standardised system used by all staff will make children secure that their positive efforts will be always be noticed.

At Primrose Hill we will use the following rewards:

PRAISE

A teacher's positive response to academic performance and social behaviour is crucial. Although teachers do use more praise for academic performance than reprimands, research shows that this is not true of social behaviour.

We will aim to praise good and acceptable behaviour far more. Although improvements by children who regularly misbehave will be small at first, we will aim to notice and respond to it.

STICKERS

Use of more tangible rewards such as stickers can be an incentive.

- Stickers can be used by teachers and teaching assistants.
- Lunchtime supervisors have their own design of stickers to reward good behaviour
- The Headteacher will have his/her own design of sticker to reward children sent to him/her by class teachers or identified by him/her.

CERTIFICATES

A system of class merit certificates, which will be:

- Earned by children for special effort.
- Nominated by the class teacher, other members of staff.
- Awarded by the Headteacher or Deputy Headteacher in assembly every week
- A 'Super pupil Award' for excellence displayed on the Super pupil display board in the hall

SCHOOL TEAM POINT REWARDS

Children may receive team merit points in class and around school for good behaviour, effort and good manners, which should be recorded on a class list. This list identifies each child and their team in the school.

These points should be collected every week and the children are informed in Celebration Assembly as to how each team is performing against the other.

The points will be collected over each term and then totalled to find a winner.

SANCTIONS OR PUNISHMENTS SHOULD:

- Make it clear that bad behaviour affects others and is a serious offence against the school community
- Never be humiliating or degrading

- Not to apply to a whole to a whole group for the activities of individuals
- Be in proportion to the offence
- Be consistently applied by all staff to help to ensure that children and staff feel safe and supported
- Uphold the Golden Rules

At Primrose Hill we use the following sanctions: the class teacher deals with most behaviour difficulties. The teacher's aim will be to settle the child back to work in a firm but caring manner.

The school consistently employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. A system of green, yellow and red cards, and a clear progression using the 5 staged approach to sanctions is followed.

5 STAGED APPROACH		
Type of inappropriate behaviour	Examples	Stage and action to be taken
Low Level (isolated)	Calling out, out of place, pushing in line, swinging on chairs, talking during teacher's delivery of lesson.	Teaching Assistant, Class teacher- verbal warning
Low Level (frequent)		Teaching Assistant, Class teacher- yellow card; red card; Parental involvement (Letter 1)
Serious (isolated)	Refusal to comply with instructions, Insolence, Rude gestures, aggression, verbal abuse, racial incidents	Teaching Assistant, Class teacher- immediate red card
Serious (frequent)		Headteacher; parental involvement
Very serious		Headteacher; parental involvement; exclusions

The children are very clear about this cumulative progression and understand the consequences of their behaviour.

A **verbal warning** is given first, with the child given clear direction about which behaviours are unacceptable. A **second verbal warning** then follows this.

If behaviour continues, the child's name is written on the yellow card in the classroom. They may be asked either to move to a place nearer the teacher, or to sit on their own. They will be additionally asked to complete a "**Think Sheet**" for 20 minutes in order to reflect upon their behaviour.

If the behaviour persists, the child's name is written onto the red card. This results in the loss of break time, with work or a "**Think Sheet**" to complete.

A letter will also be sent home informing their parents of their children's behaviour with a reply slip

If a child misses more than one break time in a week, they report to the headteacher. This may result in the withdrawal of certain privileges.

The headteacher monitors children who are reported to him/her more than once a week, or on a regular pattern, and will then contact parents by letter in order to discuss this matter further, and to decide upon a suitable course of action.

There may be occasions when the behaviour of a child is too disruptive or serious enough to warrant a departure from this progression of sanctions. This may mean a child is removed from the classroom immediately, or may be reported straight to the headteacher.

WE USE VARIOUS METHODS OF MAKING CHILDREN AWARE OF THEIR MISBEHAVIOUR

DISAPPROVAL

A teacher's expression of disappointment or disapproval, either verbally or by facial expression, can often be enough to curb inappropriate behaviour.

TIME OUT

In the classroom a teacher may require a child to stand at the doorway or sit alone quietly for a few minutes in order to calm a situation, and then be invited to 'start again'. Children must be adequately supervised at all times.

On the playground a child may spend a few minutes away from the others, either with the teacher on duty or standing at one side. Again this gives an opportunity to calm down and try again.

DETENTION

A child may be kept indoors during break or for a specified period at lunchtime.

Depending on the problem, a child may be asked to:

- Complete work
- Reflect on behaviour and suggest more appropriate behaviour using a "Think Sheet"
- Given a useful task

The Headteacher/Deputy Headteacher will support staff by meeting children displaying difficult behaviour, reinforcing concerns about their behaviour and applying sanctions as appropriate.

Children with particular behavioural problems on the playground can be requested to report to the Headteacher or Deputy Headteacher each break to be reminded of the expectations of good playground behaviour.

INDIVIDUAL BEHAVIOUR PROGRAMME

Where pupils have Individual Behaviour Programmes these will be shared with staff and appropriate strategies implemented where necessary.

LETTER TO PARENTS 1

Parents will be informed by letter (Letter 1- appendices) for continuing problems e.g. a detention occurring in a week.

LETTER TO PARENTS 2

Although parents may receive news of good or improved behaviour through certificates, Letter 2 may also be sent home as a reward for special efforts in behaviour.

PRIVILEGE TIME

Privilege time is an incentive, which is a half-hour of time during which children can choose a **favourite educational activity**. This time is seen as a reward for meeting class targets for positive behaviours, which are recognised and recorded visually by the teacher e.g. marbles in the jar/coloured spots on a chart/tower of cubes. Spots/cubes/marbles are added for good behaviours displayed. Only when complete/full, is privilege time is granted.

There are several benefits of Privilege Time we wish to see:

- It upholds the Golden Rules and acts as an incentive for children to keep them.
- It gives the opportunity to be positive i.e. recognise, praise and reward good behaviour.
- It ensures that children who are normally well-behaved are continually acknowledged and rewarded.
- It encourages children and their teacher to enjoy a relaxed, stress-free time together.

Teachers and children will create a list of activities suitable for their own class.

- Extra art activity
- Extra physical education lesson
- Using an educational game on the interactive whiteboard
- Maths games/activities etc

PLAYTIME/LUNCHTIME

At Primrose Hill, as in many other schools, playtime and especially lunchtime are often the greatest source of difficulty for behaviour related problems.

PLAYGROUND CODE

- All children through PSHE and assembly times draw up a code of conduct for the playground
- The normal rewards and sanctions policy apply at playtime
- The welfare staff rewards good behaviours using house points and stickers.
- The welfare staff award certificates within our Celebration Assembly each Friday to reward displays of good manners.

LUNCHTIME

- The Headteacher/Deputy will always be available to support welfare staff at lunchtime.
- Welfare guidance reviewed and updated annually by the Head and assistants, which contains sections with advice on dealing with behaviour.
- Welfare assistants also use the School Behaviour Policy, the Playground Code and the Golden Rules to guide their actions.
- Children who persistently misbehave at lunchtime may be required by the Headteacher to go home during this period.

ATTENDANCE

Good attendance, particularly the prevention of unauthorised absence, is an integral part of our school policy on behaviour.

Encouragement to attend school regularly emphasises positively the importance of school.

Parents are reminded of their responsibilities for attendance and punctuality when necessary. (See also the School Policy on Attendance)

RACIAL HARRASSMENT

All incidents relating to racial harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated.

All incidents will be recorded in accordance with LEA procedures and handled in accordance with our Race Equality Policy.

EXCLUSIONS

It is hoped that the ethos and management of the school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded.

Exclusion is not usually an appropriate sanction for pupils with EBD (see circular 9/94).

Should exclusion become necessary, procedures will follow strictly the guidance provided by the LEA, and DfEE Circular 10/94.

TROUBLESOME CHILDREN

Children may not respond to our general school behaviour policy and may have particular problems e.g.:

- Poor role models at home
- Severely disadvantaged home backgrounds
- Low achievers/children with below average ability
- Children with learning difficulties/emotional and behavioural difficulties

These problems do not necessarily result in poor behaviour and it is important that teachers should keep expectations high as this can influence pupil behaviour.

SUPPORT IN SCHOOL

Refer to SEN guidance – “Ideas for promoting good behaviour” etc

Discuss concerns with Headteacher/SEN Co-ordinator and draw up IEP

Raise problem at a staff meeting

Refer to circular 9/94 “The Education of Children with Emotional Behavioural Difficulties” and Lancashire advice “The Care and Control of Children”

SPECIALIST SUPPORT

External Support Agencies that may be able to support are:

- EWO – Educational Welfare Officer – particularly with attendance problems
- Educational Psychologist – as they can help to draw up strategies to deal with very difficult children/emotional and behavioural difficulties.
- LEIS – Lancashire Education Inclusion Service
- School Nurse – who can have useful home contacts

INDIVIDUAL BEHAVIOUR PROGRAMME

Individual Behaviour Programmes (IBPs) may need to be drawn up with the parents, pupil, teacher, Headteacher, SEN Co-ordinator and/or an Educational Psychologist in accordance with the school’s Special Educational Needs Policy and the Code of Practice (see appendices)

RESPONSIBILITIES

PUPILS RESPONSIBILITIES

Pupils agree to follow the Golden Rules and sign the Home School Agreement. The Golden Rules are displayed in every class and around school as a constant reminder to pupils.

SCHOOL RESPONSIBILITIES

- Door Monitors
- Telephone Monitors
- Register Monitors
- Dinner Hall Monitors
- Buddies/PALS (Playground Activity Leaders)
- School Councillors

CLASS RESPONSIBILITIES

Teachers will organise classroom helpers as appropriate.



**EUXTON
PRIMROSE HILL**

Primary School

"Together we will make a difference."

Headteacher: Mr G. Caunce
BSc (Hons), PGCE, NPQH

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Date:

Re: Behaviour Concerns

Dear Parent/Guardian,

In accordance with our Behaviour Policy, I am writing to inform you that _____'s behaviour has caused concern today.

Nature of Problem:

Sanctions Applied:

This letter is seen as a sanction in itself and we ask for your support in reinforcing our work in school to help the children learn about appropriate behaviour. This will also be recorded at school in order to monitor future improvement.

This is hopefully the end of the problem, but if it persists I will contact you again.

Many thanks in anticipation of your support.

Yours sincerely,

Mr. Caunce

I have signed this slip to acknowledge receipt of the letter regarding _____'s behaviour.

Signed: _____ (Parent/Guardian)

Date: _____



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Date:

Dear Parents,

In accordance with our Behaviour Policy, I am pleased to inform

that _____ behaviour has been very good.

Good or improved behaviour:

Reward:

This letter is used as a reward in itself and we ask that you praise your child to reinforce our positive message about behaviour.

Many thanks in anticipation of your support,

Yours sincerely,

Mr. Caunce

Headteacher