

ELMSTEAD PRIMARY SCHOOL

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BEHAVIOUR MANAGEMENT POLICY

Policy review co-ordinated by C. A. Middleditch
(Autumn Term, 2010)

*(All members of staff were consulted
during the draft stage of this policy)*

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INTRODUCTION

The Elton Report of 1989 made the important point that there is a...

“growing body of evidence indicating that, while other factors such as pupils’ home backgrounds affect behaviour, school based influences are also very important. The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values.”

The Essex Approach to Promoting Positive Behaviour again refers to the Elton Report, claiming that:

“schools are not value free zones. They play a vital part in promoting the spiritual, cultural, social, mental and physical development of young people. The ethos of the school should include a clear vision of the values which matter within the school and in the community; honesty; trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline.”

This policy also considers the requirements of the Equality Act, 2010, with three main elements of the Public Sector Equality Duty (PSED) to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between those who share a protected characteristic and those who do not.

The duty to have ‘due regard’ to equality considerations means that whenever significant decisions are being made, or policies developed, thought must be given to the equality implications.

This policy, alongside – for example, policies for behaviour, child protection and quality of teaching and learning – focus on our school’s effectiveness in increasing our ability to eliminate discrimination, reduce bullying and so on. Feedback from pupils and parents certainly plays a key part here. For example, the SEND Focus Group (previously the AfA Focus Group) have on their agenda ‘equality of opportunity’ as a fundamental principle.

At Elmstead Primary School there is no point in developing a whole school policy unless it is clearly understood by pupils, parents or carers and the whole school staff. This policy has been developed in full consultation with the governing body, staff and parents, with considerable input from the children themselves. How do they want to be treated? What sort of environment and atmosphere do they want to be educated in?

The following questions must always be considered as part of the process of developing, monitoring and reviewing a whole-school behaviour policy:

- What does the current policy achieve?
- What would we like our policy to achieve?
- Could our policy be better?
- How could we make our policy better?
- How will we know if the policy is successful?

AIM

At Elmstead Primary School **all** the pupils are expected to behave in a responsible manner to themselves, to other pupils and to adults, showing care, consideration, courtesy and respect for other people at all times.

Everyone is entitled to be happy and feel secure at Elmstead Primary School.

This policy will provide a clearly defined framework that can be easily understood by children, staff and parents.

The aim of this policy is to assist pupils in becoming responsible and caring members of the community, by developing and making clear boundaries of acceptable behaviour.

Particular consideration, when writing this policy, has been given to the Every Child Matters agenda, which insists that we keep asking ourselves the following questions:

Enjoy and Achieve

- **How well are all pupils taught in this classroom?**
- **Do pupils attend well and enjoy being members of this class?**
- **Do all pupils work towards achieving high standards?**

Stay Safe

- **Is the classroom a safe and secure environment where the pupils can learn?**

Be Healthy

- **How well do the adults in the classroom care for the pupils?**
- **Do the adults in the classroom positively promote healthy lifestyles?**

Make a Positive Contribution

- **Is there provision, in the classroom, for the pupils to participate in a decision making process to choose positive behaviours and relationships with others? (Pupil voice)**

Achieve Economic Well-Being

- **How well do the adults in the classroom, as members of a learning community, encourage pupils to realise their potential and develop positively?**

OBJECTIVES

- To ensure that everyone connected with the well-being of the school is familiar with this policy (i.e. pupils, staff, parents, governors, L.A.) and thus prevent unacceptable behaviour in school.
- To develop trusting relationships at every level throughout the school, thus encouraging a safe, calm, purposeful and happy atmosphere within the school.
- To set a good example at adult level and raise awareness about appropriate behaviour.
- To foster a wide partnership between parents, governors, community and other agencies e.g. police.
- To develop and encourage mutual respect throughout the school and foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To ensure fairness of treatment for all.
- To promote early intervention.

Note: The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

ACCEPTABLE BEHAVIOUR

All of the activities occurring within the school contribute in achieving positive attitudes towards behaviour e.g.

- (a) planning the curriculum;
- (b) quality teaching;
- (c) high pupil expectation;
- (d) pupil involvement in the learning process;
- (e) intellectual challenge;
- (f) opportunities for taking initiative;
- (g) opportunities for accepting responsibility;
- (h) well-merited praise.

Children at Elmstead Primary School are expected to behave well and respond to praise and encouragement at all times. They are encouraged to demonstrate a pride in individual achievement and corporate success. This also applies to activities that take place outside the school e.g. school visits and inter-school events.

Children, staff and parents all have responsibilities to ensure positive behaviour during school time and during school activities, which may take place away from the school premises.

Staff responsibilities are:

- to treat all children fairly and with respect;
- to raise children's self-esteem and develop their full potential;
- to provide a challenging, interesting and relevant curriculum;
- to create a safe and pleasant environment, physically and emotionally;
- to use rules and sanctions clearly and consistently;
- to be a good role model;
- to form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim;
- to recognise that each child is an individual, and to be aware of their needs;
- to offer a framework for social education.

Children's responsibilities are:

- to work to the best of their abilities and allow others to do the same;
- to treat others with respect;
- to comply with the instructions of the school staff;
- to take care of property and the environment in and out of school;
- to co-operate with other children and adults.

Parents' responsibilities are:

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their child does in school;
- to foster good relationships with the school;
- to support the school in the implementation of this policy;
- to be aware of the school rules and expectations;
- to offer a framework for social education.

SCHOOL ARRIVAL/DEPARTURE AND WORKING DAY PROCEDURES
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Children are allowed into the classrooms from 08.40, under supervision. During good weather periods – usually April to October – children can go onto the playground until 08.50. No ball games are permitted, neither are the children allowed on any of the apparatus located in the Key Stage 1 and 2 adventure areas. The school bell goes at 08.50, although the member of staff outside rings a handbell about 2 minutes before this, to prepare the children. On wet weather days the children may go into the school hall from 08.30 onwards, where they will be supervised by the Headteacher in the school hall. If CPOC Self-Help Club is operating the waiting children will sit on the stage and step area next to Class R.

Children of parents, who work in the school, are to stay in the entrance hall until it is time to go outside. (Nursery staff children normally go into the Nursery). Other children may go into their classroom with the teacher's permission. After the bell has rung the children must get on with the work that has been placed on the board, whilst all parents must vacate the classrooms immediately, prior to the register being called.

Whole-school Assembly is an important feature of each school day and the children are expected to treat it in a serious manner. Each class enters the hall in **silence**. If a child is talking then they are asked to stand up for an appropriate period of time. If the child repeatedly talks then they will be sent to the entrance foyer and dealt with later by a member of the Leadership Team. If a child talks as the classes are dismissed, then they will stay behind and lose part, or all, of their breaktime.

If a child is unable to complete their snack, prior to the start of morning break, they may be sent to the entrance foyer, where they can complete their snack before going out to play. If a child is temporarily banned from a breaktime activity, like playing football, or using the adventure areas, then the staff on duty need to be informed. Any children kept in at morning breaktime must be supervised by their Class Teacher in classroom 4. (At lunchtimes, the Senior MDA will supervise them in the hall). At the end of playtimes, when the bell rings, all children will stand still in silence, waiting for a member of staff to tell them to walk silently to their classrooms. In the event of wet

playtime then teaching assistants will supervise the children. Only suitable indoor games are allowed to be played, with no physical games for health and safety reasons. All games must be cleared away immediately the bell goes. If the field cannot be used at breaktime, then only soft balls are permitted for use on the playground, owing to the reduced space available.

At home time the children leave dressed in their full school uniform, depending upon the time of year. Coats, when worn, must always be zipped or buttoned up. Jumpers, if the children have them, must be worn and during the colder months all coats must be worn and not carried. Shirts should always be tucked in. The emphasis is on each child taking a pride in their appearance – that they are representing the school.

Lunchtime arrangements:

At 11.55 Year R and 2 children, followed by Year 1 and Year 3, enter the hall (Class R for the youngest children), where they will be supervised for hot or packed lunch by the MDAs. Years 4, 5 and 6 go out to play and are called in at staggered intervals from 12.15 onwards. The Senior MDA is responsible for deploying MDAs and ensuring that the arrangements run smoothly. Children are not expected to stand in long queues, but they are expected to wait quietly and sensibly. Good manners are expected at lunchtime, with each child responsible for returning their plates and not leaving dropped items on the floor or table.

No children are allowed to eat anywhere else in the school, other than the areas identified above, except for snack times in the morning, when the classrooms are used. Key Stage 1 also has an afternoon healthy eating snack, just before or after the 14.30 – 14.45 breaktime.

REWARDS AND SANCTIONS

Rewards and sanctions within the classroom:

The culture of the school is all about promoting and recognising success. The behaviour of the children is recognised by the staff as being to a high standard, with a series of rewards to support and identify this success. Each class establishes a set of rules that are acceptable to both pupils and staff. These are developed as a result of discussion and are reviewed throughout the year. Each class teacher rewards pupils either verbally, or by receiving stickers and certificates, for positive behaviour. Friday assemblies are devoted towards publicly recognising achievement, with awards for effort, good behaviour, friendship, work and being helpful. The number of these awards, given out each week, will vary. The school also operates, at the request of the School Council, a Star Award system, celebrated during a Star Afternoon at the end of each term, with children selecting from a wide choice of activities, based upon how many stars have been gained during the term. A House system also operates, with stars placed on a special display board at the front of the school hall.

Should a child's behaviour in the classroom be unacceptable then the class teacher will issue a verbal warning, with the consequences clearly explained. If the child persists with their unacceptable behaviour then they will be sent to either the Key Stage 2 Manager, the Deputy Headteacher or the Headteacher, with a yellow card, having to explain their actions. If a child refuses to leave the room, or has behaved in a totally unacceptable manner, then another child will be sent to the office with a red card, thereby informing the Headteacher is required immediately in that classroom. The issue of a red card will automatically result in a letter home to the parents/carers and a meeting arranged. Following the receipt of two yellow cards a letter will also be sent home, requesting a meeting and arrangements for the parents to drop the child into class each morning and collecting them after school, from the actual classroom. This is of course an inconvenience for the parents, but ensures that everyone is involved in sorting out any behavioural issues. The whole point of our school ethos is to emphasise the positive, with praise and recognition of achievements. However, clear and simple procedures need to be in place so that the children understand the repercussions of poor behaviour.

Rewards and sanctions in the playground:

The record of behaviour, during outside breaktimes, is to a high standard, although lunchtimes – being much longer than any other break – are more likely to present problems. Midday Assistants are responsible for the children, at this time, and also apply the yellow and red card system. The MDAs will apply the "WE BEHAVE LIKE THIS" guidelines, emphasising the positive. However, if a child ignores the guidelines then they will be sent to a member of the Leadership Team again, who will decide if the incident deserves a yellow card. Consistency has to be upheld at all times. Depending on the nature of the incident a time-out will be administered for the child. A red card means that the Headteacher will come outside and deal with the problem. MDAs may address their problems to a form teacher, but only if it is something that they really need to know. The key point is that each child returns to class in a settled and positive frame of mind, so that their learning is not affected.

There is also an MDA award for good behaviour at lunchtime, during the course of the week. It is possible for any number of children to receive an MDA award, in fact the aim is that **all** children will at some time receive the award, because this policy is about **everybody** attaining a good standard of behaviour! The MDAs also nominate a star of the week, and this is presented at the Friday Awards Assembly. Similarly, nominations are encouraged from all staff for the Politeness Award, which merits a certificate and a special medal.

Often, children experiencing behavioural problems are experiencing other difficulties too. Thus it is very important that the school works closely with the parents to address this, contacting outside agencies like the school doctor, educational psychologist, school nurse, educational welfare officer, so that these problems can be overcome as speedily as possible. It has to be stated in the policy that if any child swears at, or hits/kicks out at any member of staff, the Headteacher must be informed immediately. Parents will automatically be contacted, verbally and in writing, and an appropriate fixed-term exclusion issued.

BULLYING

Bullying (see the Anti-Bullying Policy), an emotive term, can and does occur in varying degrees in all walks of life. Incidents of this kind are always taken seriously and addressed immediately at this school.

Bullying can be defined as the strong attacking the weak. It can be one against one or a group against one. It can be verbal or physical.

All of the staff are very watchful for this kind of behaviour – although the school culture makes bullying unlikely – and would report it immediately to the Headteacher. Strategies are put in place to prevent any further incidents, as soon as possible. Denial of a pleasurable activity will follow for the offender/s and a letter to his/her parents will be written. Discussion with the parents will then take place and every step will be taken to stop any further repetition. Fortunately, parents are highly supportive of the school. Although we must never be complacent, we can say that bullying is a rare activity within our school, but could happen at any time. Remaining alert is the key!

ACHIEVEMENT FOR ALL

Elmstead Primary School, in September, 2009, became a pilot school for the Achievement for All (AfA) project, which aims to improve outcomes for all children and young people with special educational needs and disabilities. The project is designed to enable schools and local authorities to reflect on existing strategies that are effective for children and young people with SEND and provide the capacity to strengthen provision in areas which will have the most impact for this group of learners.

Achievement for All was announced in the Children's Plan Progress Report in December 2008 and is backed by £31m of funding. The project is taking place in 450 schools across 10 local authorities for two years from September 2009 until September 2011. The project will be run centrally by the Department for Children, Schools and Families (DCSF) with the National Strategies and National College for School Leadership (NCSL) as delivery partners.

The Achievement for All project has three key aims:

- to improve the achievement and progress of children and young people with SEND;
- to improve the engagement of parents of children and young people with SEND with their school;
- to improve the wider outcomes of children and young people with SEND.

To achieve these aims there are three key strands to the project:

1. assessment tracking and intervention;
2. structured conversation with parents;
3. provision for developing wider outcomes.

The school is using AfA as a focal point for school improvement and promoting Inclusion for All, with the benefit of extra funding enabling us to engage in a variety of support programmes. The partnership with parents element is certainly crucial to the success of this initiative, with termly meetings to discuss progress without the usual time restrictions. Manchester University will monitor our progress carefully, including consultation with parents via regular surveys. The issues surrounding bullying are a key feature of AfA and training for staff is happening to achieve this. Year 1 and Year 5 children are involved during the 2009 – 2010 academic year, widening to Year 2 and Year 6 for 2010 – 2011. Further information can be found on our school website: www.elmsteadprimary.co.uk These target groups will also be involved in a pilot for online reporting.

EXCLUSION

Exclusion is not the answer to solving behavioural problems. This only creates more problems. Difficult children are often unhappy in themselves and have personal problems to cope

with and overcome. We, as a school, will try to help ease the problems of any child by making available to them support, probably from external agencies, so that their behaviour patterns improve and conform with acceptable behaviour.

However, the exclusion process will be used if a child does not respond to help and persistently displays negative attitudes towards behaviour and prevents pupils learning. **“Pupils’ problems are not an excuse for unacceptable behaviour, but they are an explanation.”**

DfEE Circular 10-99 clearly explains the procedures that must be followed in the event of exclusion. All parties concerned must make reference to this document.

In the event of a child being excluded the following steps must be adhered to:

- **The Yellow and Red card system must be followed by all members of staff, with letters home to parents and meetings held to rectify any behavioural issues. This process will hopefully reduce the possibility of an exclusion occurring.**
- **Minutes will be taken of all meetings with parents, relating to behavioural issues, ensuring an accurate record is maintained of any agreements entered into. It is essential to maintain a timeline of events and meetings, particularly when an exclusion is the final outcome.**
- **In the event of this system not being effective, with a particular pupil, then an exclusion may result, with the Headteacher following the procedures set out in law, ensuring fairness and openness in the handling of the exclusion.**
- **Once the decision has been made to give an exclusion, whether fixed or permanent, the parents/carers will be contacted immediately, by telephone, and informed of this decision. Only the Headteacher has the authority to exclude. The child will be kept fully informed of the Headteacher’s decision throughout this process.**
- **A confirmation letter will be sent by post the same day, adhering to the appropriate guidelines.**
- **Following an exclusion it is essential that work is set by the Class Teacher for the child concerned.**
- **Parents’ have a statutory right to a disciplinary committee hearing, and the school must inform them of this right at the time of the exclusion.**

To use this policy alongside:

- (a) Discipline in Schools.
- (b) Managing Pupil Behaviour.

- (c) Promoting Positive Behaviour.
- (d) Positive Behaviour Management.
- (e) Bullying – Don't Suffer in Silence.
- (f) DfEE Circular/10-99 – The Legal Framework for School Discipline. (Annex B)
- (g) DfEE Circular/10-99 – Procedures for Excluding a Pupil. (Annex D)
- (h) DfEE Circular/10-99 – The Use of Exclusion. (Chapter 6)
- (i) Physical Contact and Intervention Policy.
- (j) Procedure for excluding a pupil: role of the Headteacher, 2007.
- (k) Responsibilities of the Governing Body, 2007.
- (l) NASUWT Model Procedure for Behaviour Management, 2007.

Recording of disciplinary measures:

A dated, permanent record should be made **within 24 hours** of the imposition of any disciplinary measures and must include:

- the name of the child concerned;
- the disciplinary measures taken;
- the reason why they were used;
- the name of the person who used them;
- full details of any physical contact – if this occurred – or intervention with the child, and outcome;
- if necessary, Health and Safety 'Revised Violence and Aggression to Staff Incident Report Form' should be completed to report any violent/aggressive incidents to members of staff.