

Aughton Town Green Primary School
Behaviour Policy Document

At Aughton Town Green School we believe that all children are entitled to a curriculum that:

'Enables them to achieve the highest levels within their capability; that develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourage purpose, self discipline, independence and community responsibility in a caring and secure learning environment.'

(School Mission Statement)

We believe that the curriculum is everything that happens in a school. It affects and influences the spiritual, moral, cultural, mental and physical development of the children in the school.

Rights and Responsibilities

The purpose of this Behaviour Policy is to support the aims of the school and to ensure that the conduct of all members of the school community is consistent with the values of the school.

The school values:

- care and consideration for others;
- fairness and honesty;
- self-discipline.

The rights implicit in these values are:

- the right to be treated with respect;
- the right to be safe;
- the right to be able to learn and to teach.

Code of Conduct

Children will be expected to:

- work quietly, letting other children get on with their work;
- attract the attention of the teacher sensibly, usually by putting up their hand;
- treat everyone with respect;
- sort out any disagreements without being hurtful;
- walk within school quietly and orderly.

Teachers will be expected to:

- look to promote positive behaviour rather than focus on negative aspects;
- provide work that is appropriate to children's individual needs;
- treat all children consistently, with respect and fairness;
- lead, support and encourage children;
- provide regular curriculum time to discuss and reinforce positive behaviour patterns.

Parents/Guardians will be expected to:

- Promote the School motto: 'Only my best is good enough for me';
- Encourage appropriate behaviour at all times as agreed by the 'Home School Agreement'.

Good Behaviour

Good discipline and acceptable behaviour has to be a high priority in school. Without this, effective learning cannot take place.

Good behaviour will be achieved through the emphasis of positive approaches; by using praise and reward:

- verbal praise - individual, group, class and department;
- written comments in books;
- stamps, stickers and stars;
- certificates;
- class awards;
- post cards home;
- assembly awards;
- responsibilities.

It is accepted that good behaviour must sometimes be **learnt**. Staff should spend time to explain their expectations to children both collectively and individually. For example, detaining a child to explain why it is important to walk within school and any child requested to stand by the teacher on the playground should be asked to explain why they are there and then some further guidance given by that teacher.

The responsibility for children's behaviour is a **shared responsibility**; good behaviour comes from consistent and collective models.

Unacceptable Behaviour

There are times when behaviour becomes unacceptable. At this time sanctions and/or support may be required. These sanctions and/or support will be related to the severity and nature of the behavioural problem but could involve:

- verbal reprimand by a member of staff (this may involve support staff);
- 're-seating' within class to diffuse social squabbles;
- missing part of/or a playtime;
- verbal reprimand from a member of the SLT / deputy or headteacher;
- headteacher sanctions;
- involvement of parents;
- Individual Behavioural Plan (IBP);
- use of Positive Behaviour Card;
- peer support (circle of friends/social groups);
- Multi Agency Support;
- parenting support groups.

In all cases this process should involve clear explanation to the child about the nature of the unacceptable behaviour and the sanction to be applied.

Any major problems will be noted on CPOMS so a record can be made.

If the need arises for a child to be removed from class, he/she will be sent to the class of a member of the Senior Leadership Team (SLT), the Deputy Headteacher and finally the Headteacher (see classroom disruption additional guidelines.)

Shouting at a child is not part of the behaviour policy.

Behaviour Policy : Additional Guidelines

The emphasis of the school behaviour policy is to support the vast majority of children who show respect for their school, the staff and other children.

This requires positive reinforcement of good behaviour throughout the school (as described above). However, there will always be occasions where the behaviour of individuals or groups of children becomes unacceptable, including times when poor behaviour is demonstrated beyond the school gates. (see LCC Behaviour Policy Guidance For Schools for additional details.) The school needs a consistent approach to deal with these instances. Such incidents by their nature can be difficult to summarise by category and/or severity, but some general areas and a consistent series of steps can be identified:

Classroom Disruption (where external help is required)

1. The class teacher should send the child with their work to a member of the SLT. A record of the incident should be recorded by the class teacher and passed to the Headteacher.
2. If a further incident occurs the child should be sent with their work to the Deputy Headteacher. A record of the incident should be recorded by the class teacher and passed to the Headteacher.
3. If a further incident occurs the child should be sent to the Headteacher, a record of the incident completed, and this would result in an interview with parents and an agreed action plan put in place.
4. Progress would be monitored. Further incidents would follow step 3 above but could lead to an additional level of sanctions and / or support :
 - Use of the School's Positive Behaviour Card;
 - IBP written to support behaviour;
 - the child to work out of class for a period;
 - Multi Agency Support;
 - LEA intervention;
 - LEA Exclusion procedures.

Playground Disruption

A. Minor Disruption : Child to stand by the teacher or welfare assistant.

B. More Serious Incident (e.g. non-compliance or swearing) : As steps 2 to 4 above (see classroom disruption).

C. Most Serious Incidents (e.g. hitting, kicking or fighting) As steps 3 and 4 above (see classroom disruption).

Note : All teaching staff should be out on the playground towards the end of each break-time to supervise lining up and the transfer of children to the classroom to ensure a prompt and orderly start to lessons.

In some cases discussion involving peers from the School Council may be used to reinforce a more positive approach.

Extremely Serious Unacceptable Behaviour - Headteacher actions

There will always be instances of the most serious unacceptable behaviour that will mean a child is taken straight to the Headteacher who will then discuss the behaviour with the child's parents immediately and agree support/sanctions.

These instances will include any significant violent or dangerous behaviours and any behaviours that work against the school's stance on equality; for example unacceptable behaviours to do with race, gender, sexual orientation, disability and the like (see equality policy).

Unfinished work

Unfinished work should mainly be completed in class at breaktime. **This must be supervised by the class teacher or other member of staff.**

On occasions work may be sent home for completion with a note of explanation for the parents.

Physical Contact

On occasions physical contact with children will be required. The school follow DFE recommendations and has adopted the LCC 'Behaviour Policy Guidance for Schools' for the power to use reasonable force. This can be summarised within 3 categories:

1. Contact - to pick up a child after an accident etc.
 2. Intervention - guiding or herding a child away.
 3. Control or Restraint - reasonable force where there is immediate risk to children, staff or property.
- All incidents that involve physical control or restraint must be recorded and the record passed to the headteacher. There will then be an investigation of the incident and follow up actions where appropriate.
 - Reasonable adjustments will be made for disabled pupils or pupils with SEN.

Confiscation and searching

- A child's personal property can be taken from them if it is deemed inappropriate for any reason. The possession must be given back to the child or child's parent as appropriate.
- In extreme circumstances, the Headteacher would search without consent if it was believed 'prohibited items' were on the School site (see DFE recommendations and LCC 'Behaviour Policy Guidance for Schools' for more details.)

Misbehaviour outside of School

Headteachers have a specific statutory power to regulate pupils' behaviour outside of school 'to such an extent as is reasonable'.

- Where poor behaviour from a pupil outside of school is reported to the School, the Headteacher will investigate the incident and contact the child's parent to discuss the incident and agree any appropriate actions.

Preventing Bullying

Bullying behaviour is an issue for all schools whatever the school's socio-economic standing or perceived reputation. It can be a major concern for parents and children. One mark of a good school is the manner in which it recognises signs of bullying behaviour, the way it deals with it and how this is incorporated into the whole ethos of the school. At Town Green we are proactive in preventing bullying by teaching children how to interact with others, share experiences and create an open environment in all areas of our curriculum.

In addition to prevention, the School has a clear '**Anti - Bullying Policy**' with clear procedures to combat bullying behaviour.

Consultation, Monitoring and Evaluation

Representatives from the following groups have been involved in the writing of this policy:

- School Staff
- Governors
- Parents
- School Council

The school Publication Scheme includes provision to supply parents with copies of this policy. It is outlined within the school prospectus.

All staff have a copy of the policy.

The policy is explained to children, at an appropriate level, through assemblies and class discussions e.g. circle time.

Online Safeguarding and Mobile Phone Policy

Safe behaviour online is extremely important at Aughton Town Green Primary School. Our Online Safeguarding Policy which includes the use of mobile phones

for both staff and pupils supports our school behaviour policy. This policy can be found on our website.

Complaints Procedure

The School has a clear Complaints Policy that can be found on the School's Web Site.

Linked Policies and further references

This policy operates alongside other related policy documents :

- The Anti-Bullying Policy
- The Equality Policy
- The School inclusion Policy
- School Behaviour Card
- S.E.N Policy
- Child Protection/Safeguarding Policy
- Team Teach Behaviour support training and resources
- Behaviour Policy Guidance for Schools
- Home School Agreement
- PSHE/SEAL Policy
- Complaints Policy