

ASHURST CE AIDED PRIMARY SCHOOL



BEHAVIOUR POLICY

including Bullying, Exclusion and Discipline-'Use of Force'

Responsibility of Headteacher

from January 2019

POLICY STATEMENT

This policy will be reviewed in response to
changing circumstances in school
and in accordance with the statutory
requirements of the
LA and DfE.

BEHAVIOUR POLICY

Aims

- 1 To develop an attitude of consideration for others and respect for their property.
- 2 To develop self-discipline.
- 3 To develop the ability to take personal responsibility for one's actions.
- 4 To foster attitudes of acceptance and tolerance of others and of oneself.
- 5 To develop strategies for resolving conflict.
- 6 To develop an awareness and understanding of the needs and reason for rules in any organisation, particularly those relating to safety.
- 7 To develop a high regard for honesty and truthfulness.
- 8 To develop habits of socially acceptable behaviour.

Objectives

- 1 Children will be taught the social skills of good manners and turn taking in the context of treating others at all times with respect and consideration.
- 2 Children will be given opportunities for taking responsibility within school situations for their own activities and activities involving others.
- 3 Children will be taught the meaning of honesty and supported in learning to be truthful; and to understand that it can be very difficult sometimes to tell the truth.
- 4 Children will be taught to examine the causes of conflicts and disagreements, and to explore and practice the different solutions possible.
- 5 All pupils will be expected to respect rules which have been agreed for safety or other reasons and encouraged to take responsibility for ensuring that these are maintained.

Expectations, Standards and Strategies

- 1 A high standard of behaviour on school premises will be expected, in the interests of safety and good working

practice. Sanctions will be exercised if a child fails to respect the standards expected.

- 2 Children will be fully consulted about school rules, behaviour, safety in school, and share in membership of any agreements.
- 3 Children will be expected to say "please" and "thank you" on every occasion; and to use the full name of all adults in the school e.g. Mrs Ixer, Mrs Pockett etc.
- 4 Children will be taught to listen to each other and give due regard to each other's ideas, particularly in the context of group working situations.
- 5 They will be taught to consider their own feelings and the effect they have on their own and other peoples' behaviour.

In day to day situations they will be given opportunities for helping each other with work and in other ways.

- 6 Children will be rewarded and praised for honesty and truthfulness.
- 7 Children will have opportunities for sharing, discussing and evaluating their work and achievements.
- 8 They will be encouraged to explore the differences in beliefs of different people and how this influences their life style and behaviour. This will be done as part of the on-going and everyday life of the school and through discreet teaching in such as RE, PSHE and SMS&C.

Professional Principles

- 1 All staff, with the Headteacher, will have responsibility for the behaviour of all children around and in school, at all times.
- 2 All adults in school should be aware that children learn by example. Therefore they should take care to ensure that their own standards of conduct model those expected for the children; e.g. in saying "please", "thank you" to children and each other and in general rules of courtesy.
- 3 Adults should be aware that children respond to expectations, and should take a positive and optimistic attitude to children's behaviour.
- 4 Equal emphasis should be given to praising good behaviour and to criticising unacceptable behaviour.
- 5 Teachers and other adults should establish clearly understood procedures for behaviour during the school day; e.g. tidying up, lining up, crossing the road, obeying signals, listening attentively, turn taking, listening to music, sitting and standing correctly, entering and leaving rooms, and insist that these are respected. Clear and consistent standards should be set and expected at all times and understood by the children.
- 6 Teachers and other adults should always have regard to the aims of the school, in particular those relating to social

development and emotional well-being of children, in taking action to promote good behaviour or to modify unacceptable behaviour.

Unacceptable Behaviour

- 1 Safety
Behaviour which disregards safe practices and procedures, e.g. unruly play at playtime, not putting chairs under tables.
- 2 Relationships
Name-calling, exclusion from games/social activities, *intimidation and bullying*, pinching, kicking, fighting, etc, which causes physical or mental distress.
- 3 Property
Damaging, hiding or misappropriating the property of others and that of the school.
- 4 Language
Bad language is NEVER acceptable in school.
- 5 Honesty
Telling lies or evading the truth should always be corrected.
- 6 Social Conventions (manners)
 - i) Bad table manners - i.e. use of tools, talking with mouth full, etc.
 - ii) Failure to say "please" and "thank you", "sorry" and "excuse me".
- 7 Respect for others
 - i) Pushing in front of others in a line.
 - ii) Not giving way to another, e.g. in a doorway.
 - iii) Not listening to others (turn taking).

8 **Bullying**

9 Any form of bullying is unacceptable behaviour. Bullying is defined as:

- i) Physical intimidation, hurting.
- ii) Verbal intimidation - saying unkind/hurtful things.

and will be dealt with by the Headteacher and parents informed, generally after the initial warning.

Children are regularly reminded to report **any** instances of bullying to the Headteacher, even though they may have told the class teacher, teaching assistant and/or midday meals supervisor.

There will be no play fighting of any form and, for the most part, chase games, particularly those involving a catch rather than a tag touch, will be deterred.

Remedies

In all incidences of unacceptable behaviour, it is important to clarify absolutely with the child **what it is about the behaviour that is unacceptable.**

- 1 Children should be encouraged to apologise for actions or words which have caused damage or distress, and to understand the nature of these effects.
- 2 If damage has been caused, children should be urged to do whatever is in their power to put it right e.g. mending a broken object.
- 3 If the damage is to school property and is irreparable by the child, e.g. a broken ruler - the child's parents will be asked to contribute to the cost of its replacement.
- 4 If a child has hurt another through unkind words or actions, he/she should be given an opportunity as soon as possible to treat the injured child in a kinder and more caring way.

He/she should be encouraged to empathise with the other party and to see the behaviour as a temporary lapse for his/her own normally high standards, rather than as a sign of delinquency!

- 5 In the case of continued unacceptable behaviour and/or the existence of a severe behaviour problem, a "log" of events/happenings will be kept by the teacher/Headteacher and outside agency support sought, as appropriate i.e. LEA Special Needs Advisory Teacher, Social Services, Educational Psychologist, Child Guidance.

Sanctions

Emphasis will always be placed first on the positive benefits of considerate behaviour and co-operation.

If children persist in behaving in a way likely to upset or injure Other children, to cause damage, or to disturb the social and working environment, appropriate action will always be taken by the teacher or support staff in charge in the interests of:

- i) Safe-guarding other pupils or property.
- ii) Upholding recognised standards in the school.
- iii) Helping the child to understand and modify his/her behaviour.

1 In most instances, a look or a reminder is sufficient.

2 Where further action is needed, a few minutes "Time Out" will be directed.

When the child/children are calm again, the teacher will discuss With them the reasons and the implications of their behaviour, Ensuring that the exact nature of the offence is clearly understood and that appropriate remedies are implemented wherever possible.

3 In the case of persistent anti-social behaviour or cases where the cause is difficult to identify, parents will always be contacted via the Headteacher.

4 In cases of persistent unacceptable behaviour, a "contract" may be agreed between child/teacher and/or parents.

The terms of the contract should ensure that the child is fully aware of the nature of the behaviour which needs modification, the standards by which it will be assessed. His/her progress should be reviewed on a regular short-term basis, eg $\frac{1}{2}$ day or a day at a time, and a shared record kept by pupil and adult.

The aim should be to praise improvement rather than to castigate lapses.

5 The ultimate sanction in extreme instances of persistent antisocial or dangerous behaviour when other methods have failed is temporary exclusion from the school. A child can be suspended from attending school for up to three days. The Headteacher must inform the parents, the Chair of Governors and the Area Education Officer's representative of this action.

ASHURST CE AIDED PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY "USE OF FORCE"

At Ashurst Primary School, in the highly unlikely event of the following, staff will intervene in a calm, measured way and use "reasonable physical force" to establish/re-establish good order:

- a pupil attacking another pupil or a member of staff
 - pupils fighting
 - a pupil engaged or about to commit, deliberate damage or vandalism to property
 - a pupil causing or at risk of causing, injury or damage by accident i.e. rough play
 - a pupil behaving in a way that seriously disrupts a lesson, the class
 - a pupil attempting to leave school without permission
- or
- in exceptional circumstances such as where there is an immediate risk of injury

The Headteacher will be notified of the incident immediately.

The incident will be recorded in writing in a School Incident Book and parents will be informed.

NB There is no definition of "reasonable force"; it depends on the circumstances of the case warranting it.

The degree of force is in proportion to the seriousness of the case. It is obviously not to be exercised for trivial misdemeanors. It should be the minimum needed to achieve the desired results. (See current DfEE Circular).



ASHURST CE AIDED PRIMARY SCHOOL



PUPILS' RULES FOR BEHAVIOUR INCLUDING AROUND SCHOOL JANUARY 2019

- We care for other people and their things.
- We take responsibility for and appreciate our belongings.
- We are honest with each other.
- We support each other.
- We are polite.
- We listen to and respect what other people have to say.
- We talk and behave appropriately in school situations.
- We do our best and work hard.
- We look after the school and its surroundings.
- We don't share our food in case others have allergies.
- We walk slowly and safely.
- We sit on chairs and tuck them in.
- We pass things to each other carefully.
- We ask the teacher before leaving the classroom or playground.
- We don't leave the building or cross the road without an adult.
- We don't climb on the school wall.
- We know what to do when a whistle blows.
- We don't play on the playground before or after school.