

EVELYN CP SCHOOL

BEHAVIOUR
POLICY

SCHOOL PRINCIPLES AND VALUES
RESPECT – ACHIEVEMENT – PARTNERSHIP

- Every member of the school is important and valued
- We each have an important contribution to make to the school community
- Effort, hard work and good behaviour are valued
- We value ourselves and each other

BOUNDARIES OF ACCEPTABLE BEHAVIOUR

We encourage students to:

- Strive for consideration and courtesy towards others at all times
- Strive to achieve their best and to work hard
- Respect the school, classroom, friends and themselves helping to make the school a happy, organised place, where learning is not impeded
- Embrace difference and individuality, celebrating the richness of everyone's uniqueness
- Show tolerance and understanding to all members of our school community and the wider world

SCHOOL/CLASS RULES

We have one school rule:

- Respect – For Ourselves .
For Others
For the World .

This is reflected in all areas of school life.

All stakeholders are made aware of this rule.

BEHAVIOURS NURTURED IN SCHOOL

The school follows 22 Values for Living which provide a framework of positive Behaviour.

Quality	Co-operation
Unity	Understanding
Peace	Honesty
Happiness	Appreciation
Hope	Courage
Patience	Love
Caring	Friendship
Humility	Thoughtfulness
Simplicity	Tolerance
Trust	Responsibility
Freedom	Respect

REWARDS

Opportunities to recognise pupil and staff achievement are carefully planned for:

- Verbal praise
- Positive comments written in books
- Student of the week award
- Standing up in assembly.
- Stickers and merit badges
- Certificates and commendations
- Special class and school assemblies
- Lunchtime award

- Praise postcards sent home
- A Radio Evelyn prize
- An owl bookmark
- A class award for attendance
- Weekly Every Child Matters assembly where awards for each of the 5 outcomes are given out
- Specific responsibilities
- Verbal thanks to staff who have led initiatives

The rewards are given for a wide range of achievements. These include the following:

- Perseverance
- Helpfulness
- Consideration
- Excellent behaviour
- Good work
- Kindness shown to others
- Thoughtfulness
- Tidiness
- Politeness & courtesy
- Good attendance & punctuality
- Creativity
- Looking after the environment

The views of parents and carers regarding their contributions towards the reward systems are welcomed.

The main purpose of this policy is to ensure behaviour problems rarely arise, as practical measures using positive strategies throughout the school, are constantly used to avert their onset.

We believe that the quality of life in school directly affects the achievements of our students. We therefore strive to provide a rich environment of which the children have ownership and which in turn reflects positive attitudes in behaviour. Mutually understood rules and sanctions by staff and children and a repertoire of teaching skills, strategies and resources with supportive behaviour management, together ensure the equilibrium of the school is rarely affected.

Rewards

Rewards are vitally important to encourage and highlight appropriate behaviour.

Finding each child's strength and nurturing it, is vital.

We aim to celebrate individual achievement, class teamwork and whole school success in a variety of ways.

1. Merit badges are given out weekly, during merit assembly to an achiever of the week in each year group. The child wears the badge for 1 week and receives a merit certificate stating why they were nominated. Their photograph remains on show in the entrance hall for the week.
2. Merit stickers are regularly distributed by the head teacher to all children for a variety of reasons - quality work, good behaviour etc. Every child has an album in which the stickers are kept. Two prizes for sustained effort per class for the boy and girl who receive the most are given at the end of the year.
3. The class with the best attendance is awarded an attendance shield to keep in their classroom on a weekly basis. The class with the overall best attendance over the year

is applauded at the final merit assembly.

- Any children who have 100% attendance over two terms receive a certificate and an Easter Egg and for a full academic year they receive a certificate and prize.
- Friday assemblies are focused around Every Child Matters. The following awards are distributed:

Outcome

Be Healthy

Award

Golden Water Bottle

Class with most water bottles in school and in use.

Golden Shoe (awarded after Walk to School week)

Class who have achieved the highest percentage of walkers during the week

WOW

Awarded to a child who has made a particular effort to walk or cycle when they do not usually do so.

Stay Safe

Green Flag

Class who have kept their environment safe by ensuring their desks, classrooms and floors are tidy and litter-free; class who are Eco-conscious and switch lights off etc.

Cloakroom Award

Class who have kept their cloakroom tidy consistently all week

Golden Lunchbox and Golden Table

Awarded to the children on the named infant table and the junior children who have obeyed our Lunchtime rules and shown respect to the Lunchtime Organisers every day

Enjoy & Achieve

Artist

Class who have shown the most creativity in art lessons

Serenade

Class who have made the most effort in singing practice and produced a wonderful sound

Effort Award

For the child who has made a significant effort towards the merit badge but not quite achieved it

Attendance (infant and junior)

For the class who have the highest weekly attendance

Reading

For the class containing the highest number of children who have received their library books.

Make a Positive Contribution

Watering Can (infant and junior)

Awarded to the infant and junior class who have tended their plants the best by watering and nurturing them

Friendship (infant and junior)

Awarded to the infant and junior children who have shown special friendship qualities towards someone.

Achieve Economic
Well Being

Uniform

Awarded to the child who has consistently been smart and tidy in their uniform (including PE kit)

Attendance (awarded annually)

Awarded to children who have achieved 100% attendance over the year)

6. A range of certificates are given throughout the year at termly achievement assemblies. These are for all areas of school life.

Examples of these can be seen in the Record of Achievement exemplar files (kept in each classroom). Staff keep a record of which children receive a certificate for monitoring purposes.

7. The lunchtime organisers lunchtime awards are as follows:

The most polite child in each class during lunchtime break outside.

The best infant table at lunchtime, showing good manners and eating calmly

These children are rewarded with applause and stickers during the Every Child Matters Friday assembly.

8. Good conduct awards are given out at an Achievement assembly annually.
9. A “special award” in the form of an Owl Book Mark or Praise Postcard is available for outstanding progress at any time.
10. Focused verbal praise is regularly given by staff within class and around school.
11. All children have been involved in achieving various “Whole School Awards” e.g. “I.I.P.”, “Customer Service Excellence”, “Participation Standards” and “Active Mark” and share with staff, governors and parents in the responsibilities which these awards entail. This has helped provide a corporate feeling of pride throughout the school.

Every child from Reception to Year 6 has their own personal Record of Achievement file in which certificates gained both in and outside school are kept. This is a very memorable record for every individual. The children are provided with the file as a gift at the end of Year 6.

Home School Contract.

Every parent is given a Home/School Contract which has to be signed and returned to school. Parents are also requested to discuss with the children a Code of Conduct. This forms a partnership between home and school and helps ensure the children are clear about our expectations of them.

Parents were involved in the formulation of both these documents.

They are urged to take responsibility for their children’s behaviour in general through this Home School Contract and regular communication with the school.

All staff expect high standards of the children in the following ways:

1. To follow our one school rule.
2. To enter, leave the building and move in class and around school quietly and sensibly.
3. To enter and leave the hall at assembly time quietly.
4. To address all adults by name, not SIR or MISS. – rather Mr or Mrs
To greet people around the school with ‘good morning’ or ‘good afternoon’.
5. To practise good manners and be polite at all times
e.g. please, thank you, excuse me.
To open doors for other people.
6. To be helpful to each other and all members of staff.
7. To make lunchtimes a happy, polite, calm and social occasion.
8. To line up at the end of playtimes and lunchtimes quietly, being respectful to the lunchtime organisers and staff on duty.
9. To show a positive attitude during all lessons and be tolerant of one another.
10. To show respect for children and adults of all races and religions.
11. To show respect for people with any disability and those who are less fortunate than themselves.
12. To treat others as they would like to be treated themselves and to realise that all people have equal opportunities.
13. To tell the truth at all times and from a very early age, and to realise that when the truth is told immediately, problems/incidents are resolved much faster.

All teachers use effective teaching strategies to minimise inappropriate behaviour.

e.g. 1. Routines.

2. Environment.

3. Teacher skills e.g. Eye Contact

Non verbal gestures e.g. use of eyes, hand signs

Proximity e.g. asking the child to sit near the teacher

Patrolling e.g. moving near to the child

Use of ‘What’ questions

Clear direction

Deliberate pause

Giving a choice to the child e.g. 2 alternatives offered

Saying thank you to the child to reinforce polite behaviour

Use of rules

Deliberately ignoring secondary behaviour

Using a lower tone of voice or whispering

Consistency of consequences

Encouraging positive self-esteem

Constantly praising and highlighting positive behaviour in the classroom

4. Pupil skills e.g. external support

Teachers differentiate for **all** pupils, taking their personal and social needs into account. All staff relate to the pupils in a way which stresses their positive regard for them by communicating through the use of praise and by creating conditions in the classroom that help to encourage children to perform well. This includes the quality of the learning environment which is well cared for and educationally stimulating. This is complemented by the systems the school has in place for Pastoral Care (P.S.H.C.E. Policy) which are clearly understood by all staff. Children are involved in an annual "PASS" Questionnaire, which is carefully analysed so that issues may be addressed.

We attempt to involve pupils in their own behaviour management at all times, often as part of a target setting process. Our Wise Owls group of children who represent their classes have been consulted on various aspects of behaviour e.g. playground behaviour discussed and decisions made.

Various positive strategies are in place throughout the school in order to avert behaviour problems e.g. Circle Time

- One to one discussions between child and adult.
- Effective classroom procedures.
- Setting a Behaviour Plan.
- Friendship Circles

If a teacher is particularly concerned about a child's behaviour he/she should inform the headteacher and SENCO. It may be that the child is placed in the SENCAR and focused targets set in this area. In some circumstances external support may be required. The outcome may be "Circle of Friends" or one to one sessions, with the Learning Mentor, Child Guidance or Outreach Worker. Parents will be involved at all stages in such decisions.

Learning Mentor

The learning mentor works with individual children and small groups of children to improve behaviour and to support strategies which can be used by children in all areas of school and home life.

Peer Mediators

A team of trained Peer Mediators to support children to resolve any conflict in a peaceful manner. Their presence ensures a proactive approach to potential conflict and upset during playtimes.

Sanctions

The sanctions we have in place which are understood by all staff are as follows:

The school implements a positive behaviour policy.
Praise and rewards are integral to school life.

Stages for dealing with misbehaviour are as follows:

- Class teacher talks to child
- Child completes "Behaviour reflection" sheet
- Class teacher speaks to parent.
- Class teacher sets individual target (daily/weekly/termly).
- Child and parent given copy of Home/School Contract & Code of Conduct
- Child sent to Mrs. Arnold
- Mrs. Arnold writes home to parents
- Parent invited in to see Mrs. Arnold to decide on further plan of action

- Child on daily report to Mrs. Arnold
- Parent will be asked to support the school in sanction/support which is enforced
- Governors informed of misbehaviour
- Final warning given to child and parent
- Fixed term exclusion
- Permanent exclusion

At all stages:

Appropriate sanctions are put in place

If misbehaviour is serious enough the child is sent to Mrs. Arnold

INTERNAL SUPPORT **WILL** BE PROVIDED WHERE NECESSARY.

THIS MAY BE FROM THE CLASS TEACHER, LEARNING MENTOR, TEACHING ASSISTANT OR HEADTEACHER

If external support is required, Miss Knight (SENCO) will provide advice

Class teacher continues to enforce strategies which encourage positive behaviour

If the head teacher/class teacher and/or SENCO feels outside help is needed in the form of a behavioural report or psychologist's report the following people will be consulted.

Psychologist -

Behavioural Support –

The majority of behaviour issues are successfully addressed at the first stage.

Anti Bullying

Bullying is very rare at Evelyn Community Primary School. Should an incident of bullying occur, in whatever form, it is dealt with immediately. Bullying is covered with the children through cross curricular activities and specifically with older children through P.S.H.C.E. in the form of drama, debates and Circle Time. The children are taught that bullying and not reporting any bullying witnessed is not acceptable and a victim must always seek help. We are a 'telling' school. See associated 'Anti Bullying' Policy and 'Guidelines for dealing with Bullying Behaviour'.

Bullying procedures

1. To hear the views of both victim and "bully" by investigating the matter fully.
2. To deal with the incident in school if possible. To decide on appropriate SUPPORT.
3. To involve parents of both parties at an early stage if the incident warrants this.
4. To enforce strategies for ruling out negative behaviour.
5. To give appropriate sanctions if necessary.

Exclusion

Only the headteacher has the legal power to exclude a child and EXCEPTIONALLY a deputy headteacher acting in the headteacher's absence.

Exclusion is used only as a last response to a pupil's unacceptable behaviour. In determining the need and duration of exclusion the headteacher will consider several factors, and consider if a different approach may be needed if it is an emerging sign of an emotional and behavioural difficulty giving rise to a Special Educational Need.

Grounds for exclusion:

- Racial violence and abuse.
- Serious physical violence to any member of the school community.

- Selling illegal substances in school.
- Bringing offensive weapons into school.
- Extortion of money.
- Sexual assault.
- Malicious damage to property.
- Serious theft.
- Endangering the safety of others.
- Persistent intimidation.
- Persistent refusal to comply with school sanctions
- Serious physical violence or abuse towards a pupil on the grounds of disability, gender or sexual orientation.

Staff are not trained to carry out Positive Handling

After an exclusion a pupil will be given every opportunity to make a fresh start either at Evelyn C.P. School or another school should he or she be permanently excluded. Support through the school and outside agencies will be made available and the support and involvement of parents will be sought.

The procedures for excluding a pupil and any appeals will be followed at all times by those determined by the authority.

See Circular 655/2000
832/2001

And the 1993 Education Act – Guidelines on the Exclusion of Pupils.
L.A. Annual Guidelines

Staff Information

A range of books are available in school for staff to read about strategies to employ for effective behaviour management

e.g. “Understanding and Supporting Depressed Children and Young People. Managing Behaviour”.

“Supporting Pupils with Emotional and Behavioural Difficulties Through Consistency”.

“Developing Self-Esteem Through Positive Entrapment for Pupils Facing Emotional and Behavioural Difficulties”.

“Exercising Self-Control”.

“Not Me, Miss! The Truth About Children Who Lie”.

A training video “Behaviour: Getting it Right”.

Professional Learning time is also used to explore such strategies and is sometimes led by external professionals.

Each member of staff has a folder containing blank standardised forms for the following:

Child Protection

Racist Incidents

Behaviour Incident/Reflection Form

The importance of recording the above is **VITAL**.

Behaviour Incident/Reflection Forms.

Children from Year 2 are asked to complete this, in order to reflect on their own behaviour.

INCLUSION (See also associated Inclusion Policy)

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:”

- A. Setting suitable learning challenges.
- B. Responding to pupils’ diverse learning needs.
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

(National Curriculum 2000).

In Evelyn C. P. School we fulfil these principles in the following ways:

- A. Setting suitable learning challenges through Assessment, differentiation and target setting.
- B. Responding to pupils’ diverse learning needs through supplying appropriate Resources, using external support, and organising appropriate curriculum provision.
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils through the use of varied teaching styles and methods and access to a range of Assessment opportunities (see Assessment Policy) and intervention programmes.

Role of the Governors

1. To ensure the Behaviour Policy is enforced.
2. To receive regular updates regarding behaviour from the headteacher.
3. To form a Discipline and Appeals Committee if need be.
4. The Chair of Governors should be informed immediately of any permanent exclusion.

In all situations the staff at Evelyn C.P. endeavour to promote a positive attitude with the children and to safeguard their wellbeing. We care very much for their well being and hope to create a happy environment in which effective learning and teaching takes place.

September 1997

Updated October 2001

Updated January 2002

Updated January 2008

Updated January 2009

Updated January 2010

BULLYING

Provide a Happy/Healthy Culture/ethos

Values for Living

Friendship benches

Health and Happiness Target

Year 5 & 6 playground friends

Peer mediation

Wise Owls – friendship posters

Circle Time

Pastoral Questionnaire

Friendship Award

Praise Buckets

Pupil Voice

Accreditation

Draw a picture

Workshops

Drama

Emotions tree

Circle of friends

Wish/worry boxes

Emotional literacy

KNOWSLEY BEHAVIOUR SUPPORT PLAN

Continuum of Behaviour – Notes of Guidance

The continuum of behaviour was developed at a Conference attended by schools, representatives of service providers in the authority, voluntary and private sector agencies. It was agreed to consider behaviours along a five-stage continuum and examples of each stage were agreed. Following recent consultation with schools and other partners, it has been agreed to reduce the number of stages on the continuum to four. For the purposes of the revised Knowsley Behaviour Support Plan, the behaviours can be described as follows:

Level 1 – Behaviours that enable learning to take place

Characteristics of this level include: supporting each other, being co-operative, courteous, working independently, sharing, enthusiastic, reliable, contributes appropriately to group discussions, helping, sits, listens and shows respect for others.

Level 2 – Behaviours which impede learning

Characteristics include: lack of concentration, temper tantrums, disorganised, telling untruths, hitting, scratching, walking about classroom, shouting out, kicks, bites, defiant, pulls faces, climbs on furniture, throwing, answers back, vandalism, disruptive behaviour, unable to work, unco-operative with peers, lies on floor and name calling.

Level 3 – Behaviours which significantly impede learning

Characteristics include; throwing furniture, verbal threats, damages teacher's property, aggressive behaviour, refusal to comply, bullying, refuses to speak, uses classroom as toilet, constant disobedience, truancy, no sense of danger, withdrawn behaviour, shoplifts, threatens other pupils, withdrawn, sullen and refuses to attend school.

Level 4 – Behaviours which jeopardise the safety of self and of others

Characteristics include: Self harm, sexual misbehaviour, steals cars, attention deficit disorder, physical assault of peers, physical assault of staff, steals other property, addiction behaviours, school phobia, drug related problems; use and dealing, sleep disorders, eating disorders and stays out all night.