

BEHAVIOUR POLICY



Learning, Developing, Growing Together

**Spinfield School
Terrington Hill
Marlow
Buckinghamshire
SL7 2RE**

**Tel: 01628 473551
Fax: 01628 477652**

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BEHAVIOUR POLICY

Introduction

To achieve the school's stated aims it is necessary to establish a common framework and policy for behaviour, maintained by the whole school community.

AIMS FOR BEHAVIOUR IN SCHOOL

To communicate clear expectations of standards so that children are aware of the behaviour expected of them in school and trips and understand the reasons behind those expectations. At Spinfield we expect all of our staff, parents, volunteers and children to ensure respect and tolerance. Our aim is to develop the learning partnership between school, home and community enabling all of us to adapt confidently to a rapidly changing world.

To develop in pupils, a sense of self-discipline and an acceptance of responsibility for their own actions.

To create conditions for an orderly community in which effective learning can take place ensuring continuity in teaching and non-teaching expectations so children know how to behave throughout their years in school.

To encourage adults and children alike to treat each other with consideration, courtesy and respect in order to maintain kind and caring attitudes.

To develop concern for the school environment and foster caring for the school premises and grounds.

To aid co-operation between all members for the benefit of the whole school community.

At Spinfield the PREVENT agenda is important and all children are taught British Values as an integral aspect of the curriculum.

Policy

Spinfield prides itself on the quality of the relationships it enjoys at all levels; between staff and pupils, between pupils and pupils and between the school and other adults, parents and friends. Such relationships are characterised by the valuing of pupils and staff and through good models of adult behaviour. There is constant encouragement to develop self-esteem, self-discipline and a reflection on high standards of behaviour in the school generally.

Principles of Behaviour

There are a few basic principles that should underpin all our assumptions of behaviour:-

- The need to respect the individual; understanding differing points of view, enabling others to learn and teach and respecting personal property.
- The need to ensure that the actions of one do not compromise the health and safety of another.
- A sense of community in belonging to and being identified with the school, working to foster a sense of pride in the work of others and themselves.
- The development of respect and politeness in dealing with all members of the school community and public, and compliance without argument with requests from staff.
- An acknowledgement that there are boundaries of acceptable behaviour and that the consequences that arise from breaking them are linked to the behaviour.

Responsibility

The responsibility for the disciplined environment of the school rests with all the staff and is not the preserve of particular staff or individuals. All staff will take opportunities to reinforce the principles of good behaviour and confront bad behaviour when encountered.

Normally classroom discipline is the responsibility of individual members of staff who will identify acceptable and unacceptable behaviours and praise and reprimand accordingly. The shared responsibility for behaviour means that all staff are available to help and support colleagues in situations where individuals or incidents require additional input. The

support of key stage co-ordinators, deputy headteacher and headteacher are also a part of this support network and should be used as and where necessary.

The principle of a shared responsibility includes the involvement of parents, should the situation warrant and contact with parents by phone or letter may be initiated after discussion with the headteacher. It is expected that all parents will give the school their full support in maintaining acceptable standards of behaviour and discipline. The home school agreement helps all to understand their responsibilities.

Management

There is an acknowledged correlation between the organisation and delivery of the curriculum and classroom behaviour.

- Plan and organise lessons to minimise the opportunities for disruption. Know the pupils well.
- Plan classroom layouts and organisation of resources to enable lessons and activities to progress without interruption.
- Manage. Group and plan work for pupils appropriately.
- Emphasise the positive aspects of pupils' work and contributions, creating a positive classroom atmosphere.
- Make any rules clear and unambiguous, explaining why they are necessary.
- Target individual pupil's behaviour, criticise that, not the individual. Target sanctions to match the individual and the behaviour.
- Avoid whole group punishments whenever possible, although there will be occasions when it will be appropriate for the whole group to be kept in.
- Analyse classroom practice to highlight areas where behaviour is regularly an issue. Seek help and support for strategies to change this.

Behaviour beyond the classroom, in corridors, playground etc., relies on the consistent application of the principles of good behaviour and on the willingness of all staff to confront incidents as they occur.

Again sanctions should seek to target the individual and the behaviour. Appropriate sanctions will reflect on the public nature of such incidents and the messages the management of them conveys.

All children need the boost to their self-esteem by being rewarded and praised for achieving a good standard of work or behaviour. It is very important that the positive aspects of praise and reward should have great emphasis in our classroom practice.

There is a statutory duty to record and report all significant incidents including the use of force. These incidents are recorded in a special book which is kept locked in the head teachers office. A list is available of members of staff who have received team teach training in the use of reasonable force.

The behaviour policy also relates to misbehaviour outside the school gates, which is witnessed by school staff or reported to school.

With regard to an allegation against staff, the governors would not expect an automatic suspension and the head teacher would follow the advice in the "Dealing with allegations of abuse against teachers" and other staff guidance.

Spinfield will also follow guidance on any disciplinary action that may be taken against children who are found to have made malicious accusations against school staff.

REWARDS

1. **Class certificates and or raffle ticket prizes** are awarded by the class teacher for individual effort/attitude, which has resulted in a high standard of work/behaviour or improvement in either.
2. **'Reward' stickers** are a tangible method of rewarding for individual effort/attitude.
4. **Rewards** may be in the form of a post of responsibility in the class/year or by being allowed to do some particularly favoured task.
5. **Recognition** will be given to success of differing kinds in assemblies.
6. **Displays** of pupils' work will celebrate individual and group achievement and serve to motivate and guide pupils' efforts.

7. **Head/Deputy/Key Stage Co-ordinators** are willing, indeed welcome the opportunity, to praise individual/groups for good work/effort when brought to their notice.
 8. **Golden Certificates** are used by all staff to reward excellent work and behaviour. These are handed out in good work assembly and the children can explain why they have been awarded a certificate
 9. **Golden Time** This takes place weekly in some classes and is an opportunity for the children to choose activities that are special for them. If children have been in trouble for inappropriate behaviour then golden time will be stopped for that child
- Well done Breakfast or tea:** this is taken usually once every term. Two pupils from each class will be chosen who have behaved and worked exceptionally well. Afternoon tea will be taken with the Head teacher. Parents will be informed and names may be displayed on the "Well done wall"
- Breakfast:** End of year breakfast for monitors/house captains who have worked exceptionally well.

Above all, praise and encouragement in lessons should be used as much as possible.

SANCTIONS

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves by the adoption of strategies and agreed sanctions. It should be remembered that 'problems' are normal where children are learning about and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems **but by the way we deal with them.**

The following offer a variety of sanctions that are applicable to the majority of children with success:-

• Reprimand	Private; Public
• Written/Verbal Apology	
• Change of seat/grouping within Class	
• Withdrawal of privileges	Monitor status Captain status
• Repetition/additional work	
• Interruption of break/lunchtime	
• Punishment of related tasks	
• Isolation from peer group in appropriate classroom	
• Referral to:-	Key stage co-ordinator; Deputy Headteacher; Assistant Headteacher or Headteacher
• Use of homework/home link book/notes to parents	
• Contact with parents	Inform Headteacher/Deputy Headteacher
• Behavioural report from	Agreed process to monitor a detailed behaviour log/behaviour books
• Removal from lunchtimes	With parental co-operation
• Time out	This would be during morning break, in the KS2 library with a member of the senior leadership team. Children are asked to complete a behaviour reflection form
• Time out after school	If time out during the school day is ineffective, children may be kept after school for 30 minutes. Notice of 24 hours will normally be given. School will work in partnership with parents.
• Missing Golden Time	
• Health and Safety	If health and safety is a concern because of a child's behaviour, a child may miss a particular school event.
• Formal exclusion proceedings	Fixed term; permanent; any exclusion proceedings. Government legislation 2017 will be followed.

Use of Restraint

There may be an occasional need for a teacher or other member of staff in the course of duty to use restraint, for instance to break up a fight or to prevent a child running along a corridor in such a way as to endanger herself/himself and others or the school property. If restraint is used, it must be to prevent immediate danger to person or property. The force used must be no more than is reasonably necessary. Spinfield follows LA guidance.

Specific Issues

Guidance for Staff on Bullying (Appendix 1)

Monitoring

This policy will be reviewed annually to ensure that it continues to meet the requirements of the staff, pupils and governors of the school as a part of the School Development Planning materials circulated to all staff and governors. Behaviour is also monitored and analysed where appropriate.

Publications

The Elton Report

Action Against Bullying – The Scottish Office

(Attachment to Behaviour Policy)**Guidance for Staff on Bullying**

The following guidance aims to help:-

- Prevent bullying
- Deal with incidents if they occur
- Raise awareness throughout the school
- Create procedures for investigation and reaction
- Guide responsibility and remediation

DEFINITION

Bullying has become a much over used (and emotive) word to describe a whole range of one-off incidents and random difficulties that children experience in the normal course of interaction in a school. To be effective in tackling bullying, we must establish a working definition of "bullying".

We believe that bullying is the abuse of power; it is PERSISTENT and it is Personal to the individual child. Bullies choose victims for specific reasons (vulnerability, special characteristics etc.)

Bullying can take a variety of forms according to the dynamics of the interaction:-

- Physical attack
- Verbal abuse
- Extortion/damage to property/money
- Psychological (rumours, isolation., threats)
- Perceived vulnerability (disability, race etc)
- Individual/group
- "imported" (from outside school; families, gangs etc).

PREVENTION

Schools where there was a pro-active practice of addressing bullying in the curriculum (PHSE, RE, Assembly etc) and the spiritual, moral, social and cultural experiences in the school experienced a decreased number of incidents of bullying,

The challenge is to create an ethos where this type of exercise of power is seen as unacceptable, enlisting the **whole** school community (staff, pupils, parents) in supporting those whose experiences are unhappy and challenging those whose values appear to be different.

RESPONSES

First Steps

- ◆ remain calm; you are in charge. Reacting emotionally may add to the bully's feeling of control
- ◆ take the incident or report seriously
- ◆ take action as quickly as possible
- ◆ decide if the action needs to be public (generalisations) or private (specific)
- ◆ reassure victims; don't make them feel foolish or inadequate
- ◆ offer concrete help and support
- ◆ make it plain to the bully that you disapprove
- ◆ encourage the bully to see the victim's point of view (empathy)
- ◆ punish, if you have to, but be aware of the messages that acting aggressively has on the bully (it's all right to bully if you have the power)!
- ◆ Explain the punishment/sanction and why it is being given
- ◆ Gather and record evidence

Involving Others

- ◆ Inform others, colleague, senior staff as appropriate
- ◆ Inform colleagues if the incident arose out of a situation where everyone should be vigilant (ie unsupervised toilets)
- ◆ Inform both sets of parents, calmly, clearly and concisely

Final Steps

- ◆ Think ahead to prevent a reoccurrence
- ◆ Follow up victim to ensure that they are happy/safe

Don't

- ◆ Be overprotective (allow the victim to help themselves)
- ◆ Assume the bully is a 'hopeless' case
- ◆ Keep the whole incident a secret
- ◆ Try to hide the incident from parents, victim or bully
- ◆ Call in parents without a constructive plan to offer

EXCLUSIONS

In the event of a pupil exclusion, Spinfield would inform parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion.

Government legislation changed in September 2017, increasing parental responsibility to supervise the child during the first five days of any exclusion. In exceptional circumstances, the LEA will issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification.

Spinfield and Buckinghamshire are committed to a preventative agenda and advice will always be sought from the PRU at an early stage.

Guidelines for Parents, Visitors and Adults in School

- ◆ We welcome Parents and visitors to Spinfield. Please make an appointment to see a member of staff prior to your visit by telephoning the school Secretary. Do not interrupt classes and avoid going into class before school when teachers are preparing for the first lesson. Please respect lesson time and do not interrupt classes.
- ◆ No smoking in the school buildings.
- ◆ At all times, parents are asked to report to the school office in the first instance, by using the main entrance.
- ◆ If you wish to remove your child from the premises during school hours, written notification to the class teacher will be required. The school secretary will then arrange for the child to be collected when you arrive for her/him.
- ◆ Parents must ensure that their children arrive at school between 8.45 and 8.55. Arrival after 9 am means that they will have a late mark in the register. Persistent lateness or unexplained absences may result in a home visit from the Educational Welfare officer. The school must have a note after every absence.
- ◆ We expect Parents to be at the school gate promptly at 3.30pm ready to collect their children. Parents are reminded that children are their sole responsibility before 8.45 am and after 3.30 pm.
- ◆ Please read the school prospectus for further guidance. If you have lost your copy please see our website for information.
- ◆ Parents, who have been invited to work with children and teachers, please sign the visitors' book in the entrance hall on arrival, collect a parent helper badge and initial when you leave.
- ◆ Visitors who are not parents should report to the school office, sign the visitors' book and collect a visitors' badge which they should then wear.

Confidentiality

In all matters concerning children, whether it is a behavioural or bullying issue confidentiality is of the utmost importance. Parents of a child who is in trouble or bullied will always be contacted by school so that the partnership with school can be effective. However school cannot and will not divulge any information regarding children to other parents. This does not mean that a matter is not being dealt with; it means that information about a child is not being divulged. Any sanctions applied are also a matter of confidentiality.

All members of staff, governors and the children are aware of our behaviour policy. A copy is also displayed on our website to ensure that parents are clear about the policies and procedures followed by us here at Spinfield School

Spinfield Behaviour Structure

Level 1: Warning/ Reminder of expectations



Level 2: 2nd Warning



Level 3: Miss playtime (stay in under supervision of class teacher)



Level 4: Time Out for 10 minutes of a playtime (5 minutes for a comfort break)
- Child to fill out reflection form

If behaviour is serious enough, child can go straight to time out
3x Timeouts in a term = Letter home



Level 5: Sent to Miss Spreadbury / SMT – Letter home

If 5x Timeouts per term, leads to Level 6



Level 6: Meeting with parents



Level 7: Fixed term internal exclusion
Isolation for the whole day – no outside break times with peers



Level 8: Fixed term Exclusion

For serious incidents – physical, destructive, continuous high level difficulties

Example behaviours of each level:

Level 1-3 Not listening
Talking in class
Talking in assembly
Low level inappropriate behaviour

Level 4 Repetitive L1-3 behaviours
Hurting another child

Level 5 Physical, threatening or aggressive behaviour
Health & safety issues to that child or other children/staff

Level 6 + Consistent behavioural incidents.
Serious incidents that are a safety concern to themselves or others.

Children who are on the SEN register will be supported to help them manage any behavioural difficulties, however they are subject to the same rules and consequences as all other children. This behaviour structure can be adapted to meet the individual child's needs.